The mission of SFASU’s Health Science Program is to provide quality academic education and structured professional experiences designed to prepare students to promote health and enhance the quality of life for individuals and their communities.

Prerequisites: None

Course Description: This course is an introductory course that examines the multi-dimensional factors that affect health. There are two critical assignments in this course related to accountability and accreditation.

Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
- This course links with SFA Initiative #4: Develop a learner-centered environment.
- This course links with SFA’s COE Goal and Initiative #2: Prepare educators and industry professionals.
- This course links with SFA Initiative #5: Create new learning opportunities through additional interdisciplinary, international, service learning, and civic engagement experiences.
- This course links with SFA’s COE Goal and Initiative #6: Collaborate with external partners.

Program Learning Outcomes:
Community Health Program
1. The student will be able to plan and evaluate a community based health lesson.
2. The student will construct a professional portfolio to be used as a personal career-marketing tool for employment opportunities.
3. The student will write a grant and submit the grant’s request for funding proposal (RFP).
4. The student will be able to communicate health information.
5. The student will design and implement a health behavior change plan that they will monitor for the semester.

EC-12 Health Program
1. The student will be able to plan and evaluate classroom based health instruction
2. The student will be able to demonstrate health content knowledge.
3. The student will demonstrate skills in instructional planning, curriculum development, instructional methodology, assessment, and classroom management.
4. The student will be able to communicate health education concepts to audiences of varying ages.
5. The student will design and implement a health behavior change plan that they will monitor for the semester.

Student Learning Outcomes:
By the end of this course students should be able to:
- Apply the principle factors involved in developing one’s optimal health (CH & EC-12 = PLO5).
- Identify a health behavior that needs to be addressed and then develop an appropriate health behavior change plan (CH & EC-12 = PLO5).
- Communicate and participate in online health topic discussions (CH & EC-12 = PLO4).
- Identify the major concepts relative to making positive decisions regarding one’s health (CH & EC-12 = PLO5).
- Comply with the principle factors that affect quality of life (CH & EC-12 = PLO5).

Required Readings and Course Website:
2) D2L

Methods of Instruction:
The course syllabus, course assignments, mail, and grades will be available on the Blackboard web page. **Students are expected to check the homepage and web mail regularly (D2L.sfasu.edu).**
Course Assignments & Evaluation Requirements:

A. Discussion Board Posts and Reply to Peers (50 points total ~ 10 points per week)
   Each week, you will be responsible for completing the assigned readings. You will then write a thorough and thoughtful post on the D2L Discussion Board for that week of a minimum of two (2) paragraphs as well as citing your references (e.g., textbook with page, news story link). Your discussion post is worth 6 points each week and is **due every Wednesday by 12pm (noon).**

   In addition to your own post, you must review and reply to two (2) of your peers’ discussion posts each week. Each response is worth 2 points, for a total of 4 points each week. Your reply must be thoughtful and respectful of your peer’s post and should be a minimum of one (1) full paragraph. Your discussion post replies are **due on every Friday 12pm (noon).**

B. Quizzes (40 points each, total of 200 points)
   There will be five (5) online quizzes (one per week) administered throughout the course. Each quiz will be worth 40 points and will cover all modules and chapters from the corresponding week.

C. Family Medical History (50 points)
   **Due Sunday, July 28th, by 12pm (noon) of Week 3.** Knowledge of one’s family medical history is one of the best resources you can have to assist health care providers in diagnosing medical conditions; therefore, you will spend time over the semester to educate yourself about the conditions that run in your family. Gather health information from as many family members as possible. A starter Excel sheet will be posted in a folder labeled “Family Medical Tree” on D2L to get you started. Put information into a family medical tree (the Excel sheet) showing illnesses, addictions, and any diseases or risky health behaviors.

D. Health Behavior Change Project (referred to as the HBC Project) (100 points)
   This assignment has been broken down into multiple portions. ***This assignment is related to accountability and accreditation. The assignment MUST be completed.***

   I. HEALTH BEHAVIOR ASSESSMENT (Worth 15 points)
      Complete “How Healthy Are You?” on page 21-23 of the textbook or online at [www.pearsonhighered.com/Donatelle](http://www.pearsonhighered.com/Donatelle). Complete the document and submit your answers to the assessment and what the scores in each category mean. Attach the word document or copy and paste the information to the submission box on D2L **Due Friday, July 12th, by 12pm (noon) of Week 1.**

   II. HEALTH BEHAVIOR GOAL (Worth 25 points)
      Decide what health behavior you would like to change (e.g., sleeping habits, smoking, exercise, stress, etc.). Complete all sections of the “Behavior Change Contract” in the front of the textbook. Please scan the completed “Behavior Change Contract” and attach the document to the submission box on D2L. **Due Sunday, July 14th, by 12pm (noon) of Week 1.**

   III. Journal Blog Entries (Worth 10 points)
      Each student will need to write journal entries reflecting on the HBC Project, preferably in a Microsoft Word document. Journal blog entries should be meaningful, monitor behavior progression, and report successes and obstacles changing the behavior. You will submit your journal via dropbox no later than Sunday, August 4th, by noon. You should refer to this journal blog when writing up your evaluation of the HBC Project. Therefore, you should just write on the blog every day; however, you will be required to post a minimum of 10 journal blog entries **between Monday, July 15th and Sunday, August 4th,** Upload journal in dropbox on Sunday, August 4th, by 12pm (noon).

   IV. EVALUATION OF HEALTH BEHAVIOR PROJECT (Worth 50 points)
      At the end of the semester, type a 1- to 2-page, double spaced, 12-point Times New Roman font with 1-inch margins, summary of the project. Attach document to the submission box on D2L. **Due Friday, August 9th, by 12pm (noon) of Week 5.** In paragraph form, you should address the following questions:
a. What behavior did you change?
b. Did you follow your plan?
   i. If so, did your timeline work? Was this class helpful? Did you have support from friends and family?
   ii. If not, where did your plan breakdown? Were your goals realistic? What were the barriers?
c. How do you feel about your efforts and any changes made?
d. How will you maintain your changed behavior?
e. Incorporate a few of your journal blog entries of your behavior change efforts.

### Tentative Course Schedule

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<thead>
<tr>
<th>Week</th>
<th>Dates:</th>
<th>Topic:</th>
<th>Due:</th>
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<tbody>
<tr>
<td>1</td>
<td>July 9th - 14th</td>
<td>Intro &amp; Chapter 1: Assessing Your Health</td>
<td>Read Intro, Ch. 1, 2, &amp; 3</td>
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<td>Chapter 2: Promoting and Preserving Your Psychological Health</td>
<td>Discussion Posts and Replies</td>
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<td>Chapter 3: Managing Stress and Coping with Life’s Challenges</td>
<td>Quiz on readings</td>
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<td>HBC Assessment &amp; Behavior Change Contract</td>
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<td>2</td>
<td>July 15th - 21st</td>
<td>Chapter 4: Preventing Violence and Injury</td>
<td>Read Ch. 4, 5, &amp; 6</td>
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<td>Chapter 5: Building Healthy Relationships and Understanding Sexuality</td>
<td>Discussion Posts and Replies</td>
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<td>Chapter 6: Considering Your Reproductive Choices</td>
<td>Quiz on readings</td>
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<td>Journal Blog Entries</td>
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<td>3</td>
<td>July 22nd - 28th</td>
<td>Chapter 7: Recognizing and Avoiding Addiction and Drug Abuse</td>
<td>Read Ch. 7 &amp; 8</td>
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<td>Chapter 8: Drinking Alcohol Responsibly and Ending Tobacco Use</td>
<td>Discussion Posts and Replies</td>
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<td>Quiz on readings</td>
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<td>Journal Blog Entries</td>
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<td>Family Medical History Assignment</td>
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<td>4</td>
<td>July 29th - August 4th</td>
<td>Chapter 9: Eating for a Healthier You</td>
<td>Read Ch. 9, 10, 11, 12, &amp; 13</td>
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<td>Chapter 10: Reaching and Maintaining a Healthy Weight</td>
<td>Discussion Posts and Replies</td>
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<td>Chapter 11: Improving Your Personal Fitness</td>
<td>Quiz on readings</td>
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<td>Chapter 12: Reducing Your Risk of Cardiovascular Disease and Cancer</td>
<td>Journal Blog Entries</td>
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<td>Chapter 13: Protecting Against Infectious and Noninfectious Diseases</td>
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<td>5</td>
<td>August 5th - 9th</td>
<td>Chapter 14: Preparing for Aging, Death, and Dying</td>
<td>Read Ch. 14, 15, 16, &amp; 17</td>
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<td>Chapter 15: Promoting Environmental Health</td>
<td>Discussion Posts and Replies</td>
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<td>Chapter 16: Making Smart Health Care Choices</td>
<td>Quiz on readings</td>
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<td>Chapter 17: Understanding Complementary and Alternative Medicine</td>
<td>HBC Evaluation</td>
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### Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1) Course and program improvement, planning, and accreditation; 2) Instruction evaluation purposes; and 3) Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical.

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.
Student Ethics and Other Policy Information:

- **Attendance**
  ATTENDANCE is expected and will be monitored by the instructor. To give feedback you must be present – if you miss class, your classmates miss valuable insight into their performance. Thus, YOU are expected to be in class and on time!! Poor attendance can lead to failure!

- **Students with Disabilities**
  To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilitieservices/](http://www.sfasu.edu/disabilitieservices/)

- **Academic Integrity**
  Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

  **Definition of Academic Dishonesty**
  Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own.

  Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (2) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

  Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

- **Withheld Grades Semester Grades Policy (A-54)**
  Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

- **Acceptable Student Behavior**
  Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate / inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

- **To Complete Certification/Licensing Requirements in Texas Related to Public Education, You Will Be Required to:**
  1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due February 1, 2013. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.
  2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texes.ets.org/registrationBulletin/](http://www.texes.ets.org/registrationBulletin/)); YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
  3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.
• LiveText

LiveText is the data management system used by the Perkins College of Education for program improvement and accreditation. All students are required to purchase a LiveText account, either through the University Bookstore or at www.livetext.com. This is a one-time purchase, and the account will be used throughout your program. Required program assignments must be submitted through LiveText. Successful completion of the course and program are dependent on submission of all required LiveText assignments.

• Additional Class Expectations:
  - Late Assignments will not be accepted
    - Without prior approval
    - Except for unforeseen circumstances (appropriate documentation required)
  - Email etiquette (adapted from Dr. John Janowiak at UNC Chapel Hill)
    - When you e-mail friends, you can be as informal as you wish. However, when you write to your employer, professor, or supervisor you should use proper and polite language. By training yourself to write properly, you develop skills necessary to deal with future clients and supervisors, who are unlikely to tolerate bad e-mail manners. Please use the following guidelines when e-mailing me and other professors.
      - Even telephone conversations start with “Hello” and end with “Goodbye.” Therefore, please use a formal salutation when e-mailing professors, such as: Dear Dr. Terry
    - When e-mailing faculty, remember that you are not communicating with a friend or relative, therefore do not use informal language in your e-mails.
    - If you have a request, say it politely. You can start with “I would like to ...” “I wonder if you can ...,” “May I ..., “Is it possible to ...,” “Do you mind ....” DO NOT WRITE: “I want to know ..., “I want you to..., “Send this to me ...,” “Tell me when ....” Just adding the word “please” does not mean that you are being polite.
    - Your identity is an important clue to the context of the message. Every semester I teach hundreds of students in numerous classes; therefore identify yourself as a student in the class you are enrolled in, such as: “Dear Terry, I am a student enrolled in your online HSC 121 course.”
    - Be concise.
    - Always, re-read your e-mails and check for spelling and grammatical mistakes before sending them. (Also, recommended for the assignments you submit).
    - When making an appointment, you can suggest a few time slots, but always say something like “If these times do not suit you, please feel free to let me know any other time that you prefer / that is convenient to you.” If you cannot make the date suggested, say, “I am sorry, but I cannot come to see you on [Monday].” Do not say, “I am not available on [Monday].”

In conclusion, if you do not use a formal salutation and my name (Dr. Terry) or establish who you are and what class you are enrolled; your e-mail message will not be read or responded to.