Instructor: Danielle Mitchell, MPH
Office: Online via D2L
Office Phone: NA-Onnline course
Other Contact Information:
Email is the preferred way of contact; responses may take up to 48 hours.

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.

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.

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
1. The student will be able to plan and evaluate a community/classroom-based health lesson.
2. The student will construct professional documents (resume and cover letter) to be used as a personal career-marketing tool for employment opportunities.
3. The student will demonstrate the knowledge and skills to search for and write a grant proposal to address a specific health issue.
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
1. The student will be able to plan and evaluate a classroom-based health lesson. (ISTEA 1, 2, 3, & 4; InTASC 1, 2, 3, 4, 6, 7, & 8)
2. The student will be able to demonstrate health content knowledge. (ISTEA 1, 2, 3, & 4; InTASC 1, 2, 3, 4, & 5)
3. The student will demonstrate skills in instructional planning, curriculum development, instructional methodology, assessment, and classroom management. (ISTEA 1, 2, 3, & 4; InTASC 1, 2, 3, 4, 5, 6, 7, & 8)
4. The student will be able to communicate health education concepts to audiences of varying ages. (ISTEA 1, 2, 3, & 4; InTASC 1, 2, 3, 4, 5, 7, & 8)
5. The student will design and implement a health behavior change plan that they will monitor for the semester. (ISTEA 1; InTASC 4, 5, 6, & 9)

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

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

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<td>1.1s, 1.16s, 1.5s, 1.7s</td>
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<td>1.a, 2.a, 3.a, 3.d</td>
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<td>I.A, I.C, I.D, I.E/1.1</td>
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<td>1.3K, 1.1s, 1.9s, 1.10s, 1.13s, 1.16s, 1.3s, 1.4s, 1.7s, 1.25s, 2.3k</td>
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<td>Quiz 4&amp;5 Chapters 4 &amp; 5</td>
<td>I.C, I.D, I.E/1.1</td>
<td>1.6k, 1.7k, 1.1s, 1.15s, 1.16s, 1.19s, 1.3s, 1.14k, 2.3k</td>
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<td>I.C, I.D, I.E/1.1</td>
<td>1.4k, 1.1s, 1.12s, 1.13s, 1.16s, 1.17s, 1.18s, 1.3s, 1.9k, 2.3k</td>
<td>7.g</td>
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<td>I.C, I.D/1.1</td>
<td>1.5k, 1.1s, 1.16s, 1.3s, 1.13k, 1.23s, 1.27k, 2.3k</td>
<td>7.g</td>
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<td>I.C, I.D, I.F/1.1</td>
<td>1.3K, 1.16s, 1.18s, 1.22k, 1.25k, 1.3s, 1.26s, 2.3k</td>
<td>7.g</td>
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<tr>
<td>Quiz 2 &amp; 3 Chapters 2, 2A, 3, 3A</td>
<td>I.C, I.D/1.1</td>
<td>1.3K, 1.16s, 1.22k, 1.3s, 1.6s, 1.14k, 1.30k, 2.3k</td>
<td>7.g</td>
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Revised May 5, 2016
Assignments:
A. Discussion Board Posts and Reply to Peers (75 points total -- 5 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 3 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 1 point, for a total of 2 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 5pm.

B. Quizzes (10 points each, total of 150 points)
   There will be fifteen (15) online quizzes (one per week) administered throughout the course. Each quiz will be worth 10 points and will cover all modules and chapters from the corresponding week. Quizzes are due every Friday by 5 pm.

C. Family Medical History (50 points)
   **Due Friday, March 23, by 12pm (noon) of Week 9.** 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. Be creative! There are also ideas to help you in the worksheets section on D2L.

D. Health Behavior Change Project (referred to as the HBC Project) (225 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. 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 dropbox on D2L. **Due Friday, January 19, by 12pm (noon) of Week 1.**

   II. HEALTH BEHAVIOR GOAL (Contract) (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 drop box on D2L and to LiveText. **Due Friday, January 26, by 12pm (noon) of Week 2.** Submit to LiveText.

   III. Journal Blog Entries (Worth 35 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 Friday, May 12th, by noon. You should refer to this journal blog when writing up your evaluation of the HBC Project. Therefore, you should just to write on the blog every day; however, you will be required to post a minimum of 10 journal blog entries between Monday, January 22 and Friday May 4. Upload journal in Dropbox by, Friday, May 4, by 12pm (noon). There are ideas to assist you on D2L in the Journal section.
IV. ESSAY OF HEALTH BEHAVIOR PROJECT (Worth 150 points)
At the end of the semester, type a 2-3 page, double spaced, 12-point Times New Roman font with 1-inch margins, summary of the project. Attach document to the drop box on D2L. Due THURSDAY, May 10, by 12pm (noon) of Week 16. Submit to Dropbox and to LiveText. 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? Did you run into any barriers?
   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.

V. Tentative Course Outline/Calendar:
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! For reporting purposes, a student who does not attend class and/or shows participation will be dropped from financial aid for that course.

Evaluation and Assessment (Grading):
Evaluation Criteria: Grade Scale:
Discussion Board Posts and Replies………. 75 points (5 points each week) A = 90% and above
Quizzes (15)……………………………….. 150 points (10 points each) B = 80-89%
Family Medical History………………………… 50 points C = 70-79%
Health Behavior Change Project…………….. 225 points D = 60-69%

Total: 500 points
### Tentative Course Schedule:

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<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 15-19</td>
<td>Ch. 1 Assessing your Health and Ch. 2 Promoting and Preserving Your Physical Health</td>
<td>Read Ch.1 &amp; 2; Discussion board posts and replies; Quiz on readings; HBC assessment/contract</td>
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<tr>
<td>2</td>
<td>January 22-26</td>
<td>Chapter 3: Managing Stress and Coping with Life’s Challenges</td>
<td>Read Ch.3; Discussion board posts and replies; Quiz on readings; journal blog; HBC goal due</td>
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<tr>
<td>3</td>
<td>January 29-February 2</td>
<td>Chapter 4: Preventing Violence and Injury</td>
<td>Read Ch.4; Discussion board posts and replies; Quiz on readings; journal blog</td>
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<td>4</td>
<td>February 5-9</td>
<td>Chapter 5: Building Healthy Relationships</td>
<td>Read Ch.5; Discussion board posts and replies; Quiz on readings; journal blog</td>
</tr>
<tr>
<td>5</td>
<td>February 12-16</td>
<td>Chapter 6: Considering Your Reproductive Choices</td>
<td>Read Ch.6; Discussion board posts and replies; Quiz on readings; journal blog</td>
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<tr>
<td>6</td>
<td>February 19-23</td>
<td>Chapter 7: Recognizing and Avoiding Addiction and Drug Abuse</td>
<td>Read Ch.7; Discussion board posts and replies; Quiz on readings; journal blog</td>
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<td>7</td>
<td>February 26-March 2</td>
<td>Chapter 8: Drinking Alcohol Responsibly and Ending Tobacco Use</td>
<td>Read Ch.8; Discussion board posts and replies; Quiz on readings; journal blog</td>
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<td>8</td>
<td>March 5-9</td>
<td>Chapter 9: Eating for a Healthier You</td>
<td>Read Ch.9; Discussion board posts and replies; Quiz on readings; journal blog</td>
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<td>9</td>
<td>March 19-23</td>
<td>Chapter 10: Reaching and Maintaining a Healthy Weight</td>
<td>Read Ch.10; Discussion board posts and replies; Quiz on readings; journal blog; Family Medical History Due</td>
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<td>10</td>
<td>March 26-30</td>
<td>Chapter 11: Improving Your Personal Fitness</td>
<td>Read Ch.11; Discussion board posts and replies; Quiz on readings; journal blog</td>
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<td>11</td>
<td>April 2-6</td>
<td>Chapter 12: Reducing Your Risk of Cardiovascular Disease and Cancer</td>
<td>Read Ch.12; Discussion board posts and replies; Quiz on readings; journal blog</td>
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<td>12</td>
<td>April 9-13</td>
<td>Chapter 13: Protecting Against Infectious and Noninfectious Diseases</td>
<td>Read Ch.13; Discussion board posts and replies; Quiz on readings; journal blog</td>
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<td>13</td>
<td>April 16-20</td>
<td>Chapter 14: Preparing for Aging, Death, and Dying</td>
<td>Read Ch.14; Discussion board posts and replies; Quiz on readings; journal blog</td>
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<tr>
<td>14</td>
<td>April 23-27</td>
<td>Chapter 15: Promoting Environmental Health</td>
<td>Read Ch.15; Discussion board posts and replies; Quiz on readings; journal blog</td>
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<tr>
<td>15</td>
<td>April 30-May 4</td>
<td>Chapter 16: Making Smart Health Care Choices</td>
<td>Read Ch.16; Discussion board posts and replies; journal blogs due, No Quiz</td>
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<tr>
<td>16</td>
<td>May 7-11 (please note your assignment is due on THURSDAY May 10)</td>
<td>Work on HBC paper</td>
<td>HBC Project and journal due</td>
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</tbody>
</table>

### VI. Readings (Required and recommended—including texts, websites, articles, etc.)

2) D2L
   - Submit HBC Contract and HBC Essay; rubrics are in D2L

3) FEM Statement:
   In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $18.00.

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LiveText Statement:
This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

(With the new roll out of mySFA and the email process, titan mail is changing to ____@jacks.sfasu.edu.)

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

VII. Course Evaluations:

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.

- If you complete the course evaluation an additional 5 points may be added to your final grade.

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.

VIII. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

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, 936-468-3004 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

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in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilitieservices/.

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- 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 one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
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. 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 policy 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 iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, 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. 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, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/<http://www.texas.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.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:

- 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 Mrs. Mitchell or Dear Professor Mitchell
    - 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 receive numerous e-mails from hundreds of students; therefore identify yourself as a student in the class you are enrolled in, such as: “Dear Mrs. Mitchell, 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).

- In conclusion, if you do not use a formal salutation and my name (Mrs. Mitchell or Professor) or establish who you are and what class you are enrolled; your e-mail message will not be read or responded to.
The following two assignments are to be submitted to BOTH LiveText and Dropbox in D2L. The rubric is on D2L. For help with LiveText, please go to http://coe.sfasu.edu/livetext

Health Behavior Change Contract Description
The student will choose a health behavior (i.e., sleeping habits, smoking, exercise, stress, etc.) that they would like to change or alter and monitor for the semester. The students will then complete the Health Behavior Change Contract.

Evaluation of Health Behavior Change Project Description
At the conclusion of the semester, a 2-3 page typed summary report will be required from each student. The following questions will be addressed in the report and will be used to evaluate the behavior change plan and implementation process:

a) What behavior did you change and were you successful or not?
b) Did you follow your plan? If so, did your short-term goals work? If not, when and where did your plan break down? What were the barriers to your behavior change? If you were successful, how did you overcome those barriers? If you were not successful, in retrospect how could you have overcome those barriers?
c) Was this class helpful? How? If not, how could it have been?
d) Did you have support from friends or family? If so, how did they support you? If not, why not?
e) Were your goals realistic yet challenging? If so, how? If not how could they have been more realistic and/or attainable or challenging?
f) How do you feel about your efforts and any changes made?
g) How will you maintain your changed behavior?
h) How will the completion and experience of this project influence your approach to your future work/job?
i) How will understanding the factors that influenced your behavior change and your application of these help you do a better job working with others to influence their health habits?