Department of Kinesiology and Health Science  
HSC 121 502 – Core Concepts in Health  
Spring 2018

Instructor: Dr. Michael K. Lemke  
Office: HPE Room 220  
Office Phone: (936) 468-1812  
Email: lemkem@sfasu.edu  
Course Time: N/A (Online)  
Course Location: N/A (Online)  
Office Hours: Tues. & Thurs., 12:30 - 3:00pm  
Credits: 3 hours

Prerequisites: None

I. Course Description: This course delves into health issues relevant to students; included are mental health, use and abuse of drugs, noncommunicable diseases, environmental health, and physical health.

II. 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):

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 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 - The student will be able to:
Deliver a presentation on how to improve health (AAHE Standards I, IV, and VII, CH & EC-12 = PLO4).
Identify a health behavior that needs to be addressed, and then develop an appropriate health behavior change plan (AAHE Standard I, CH & EC-12 = PLO5).
Apply the principle factors involved in developing one’s optimal health (AAHE Standard I, CH & EC-12 = PLO5).
Identify the major concepts relative to making positive decisions regarding one’s health (AAHE Standards I & VII, CH & EC-12 = PLO5).
Comply with the principle factors that affect quality of life (AAHE Standard I, CH & EC-12 = PLO5).
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

1. **THE HEALTH BEHAVIOR CHANGE PROJECT** (200 points total). The four components of the project are listed below:

   **HEALTH BEHAVIOR ASSESSMENT** (30 points): Complete “How Healthy Are You” Assessment (found under the Content tab in D2L). Include with this assessment a 1 page, typed, double-spaced (1-inch margins) summary that answers the following questions—What was your highest score and why do you think it was highest? What was your lowest score and why do you think it was lowest? How do you think your behaviors are impacting your overall health? What score do you most want to improve and why? What can you do to improve your health behaviors/scores? You will submit both of these via dropbox on D2L.

   **HEALTH BEHAVIOR CONTRACT (Goal)** (50 points)**: Decide what health behavior you would like to change (i.e., sleeping habits, smoking, exercise, stress, etc.). **This must be listed as a SMART Goal.** Complete “Behavior Change Contract” (found under the Content tab in D2L).
   **This assignment is related to accountability and accreditation.**
   **This assignment MUST be submitted via D2L & LiveText by the assigned due date and time. Failure to submit assignments to D2L AND Livetext on time will result in a zero on the assignment.**

   **REFLECTION OF PROGRESS** (20 points): During the course of the semester, students will complete a 1 page, typed, double-spaced reflection on their progress towards the SMART Goal identified in their Health Behavior Contract. Students will submit progress updates via the dropbox on D2L. Reflections are due on Fridays by 11:59 pm for the dates listed in the course calendar.

   **HEALTH BEHAVIOR CHANGE EVALUATION** (100 points)**: At the end of the semester, each student will write a paper about his/her experience trying to change the health related behavior identified in their health behavior contract. Each student will submit a 2-3 page, typed, double-spaced (1 inch margins) summary of the project. Your grade on this portion of the project is not based on changing behaviors (I hope you were successful though), but on your evaluation of the project. Your Health Behavior Change Evaluation will be evaluated on paper content (thoroughly answered questions) and writing style (grammar, spelling and format).
   **This assignment is related to accountability and accreditation.**
   **This assignment MUST be submitted via D2L & LiveText by the assigned due date and time. Failure to submit assignments to D2L AND Livetext on time will result in a zero on the assignment.**

Answer the following questions in the body of your health behavior change evaluation paper:
   a) **HEALTH BEHAVIOR**: Describe your original SMART goal and why you chose this goal. Were you successful in changing your behavior?
   b) **PLAN**: Talk about your original short-term goals, whether you met them in the time you allotted, why or why not you met them in the time allotted, and how they helped or did not help you achieve your SMART goal/behavior change.
   c) **CLASS HELPFUL**: How did this class help you achieve your SMART goal/health behavior change? How could the class have been more helpful to you in achieving your goal?
d) SUPPORT/BARRIERS: Name two barriers to your original behavior change goal.
   a. if you were successful—describe how you overcame these barriers?
   b. if you were not successful—how could you have overcome these barriers?

e) FRIENDS/FAMILY: Did you have helpful support from your friends or family?
   a. If so, who supported you, what did they do and how was their support helpful?
   b. If not, why not?
      i. Was it that you did not ask for support? Why not?
      ii. Was it that the support was not helpful? Why not? How could it have been?

f) GOALS CHALLENGING REALISTIC/ATTAINABLE: Were your goals realistic yet challenging?
   a. If so, how?
   b. If not how could they have been more realistic yet challenging?

g) EFFORT: How do you feel about the efforts you made in attempting to achieve your goal?

h) MAINTENANCE: How will you maintain your changed behavior?

i) PROFESSIONAL DEVELOPMENT: How will the completion and experience of this project influence your approach to your future work/job?

j) WORKING WITH OTHERS: 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?

EXAMS (800 points total). There will be four exams worth 200 points each. Make sure that you plan ahead and take your exam early enough in the day in the event of any technical or personal issues. If there is an emergency where you are unable to take an exam (due to a family death, serious illness, personal issue, etc.), you must provide documentation promptly. It will be at my discretion whether your documentation is sufficient to allow for an opportunity to make up the exam.

Exams may include a variety of question types including multiple choice, true/false, short answer, and essay. Exams are administered online during the dates indicated on the syllabus. Students who fail to complete their exam before the end of the day will receive a “0.”
IV. Evaluation and Assessments (Grading):

Assessments and Point Values

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Health Behavior Change Project</td>
<td>200</td>
</tr>
<tr>
<td>Health Behavior Assessment</td>
<td>30</td>
</tr>
<tr>
<td>Health Behavior Contract**</td>
<td>50</td>
</tr>
<tr>
<td>Weekly Reflection of Progress</td>
<td>20</td>
</tr>
<tr>
<td>Health Behavior Change Evaluation**</td>
<td>100</td>
</tr>
<tr>
<td>Exams</td>
<td>800</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td>1000</td>
</tr>
</tbody>
</table>

**This assignment is related to accountability and accreditation.**

**This assignment MUST be submitted via D2L & LiveText by the assigned due date and time. Failure to submit assignments to D2L AND Livetext will result in a zero on the assignment.

Letter Grade Criteria

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentage</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>895 – 1000</td>
<td>89.5 – 100</td>
<td>A</td>
</tr>
<tr>
<td>795 - 894</td>
<td>79.5 – 89.4</td>
<td>B</td>
</tr>
<tr>
<td>695 - 794</td>
<td>69.5 – 79.4</td>
<td>C</td>
</tr>
<tr>
<td>595 - 694</td>
<td>59.5 – 69.4</td>
<td>D</td>
</tr>
<tr>
<td>&lt; 595</td>
<td>&lt; 59.5</td>
<td>F</td>
</tr>
</tbody>
</table>
V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic and What’s Due</th>
<th>Due Dates</th>
</tr>
</thead>
</table>
| 1    | Jan. 16 – Jan. 19 | Introduction to Course  
*Review syllabus and email any questions you may have*  
*Set up LiveText* | Review syllabus (by Jan. 19 at 11:59pm)  
Set up LiveText (by Jan. 19 at 11:59pm) |
| 2    | Jan. 20 – Jan. 26 | Chapter 1: Accessing Your Health  
*Health Behavior Assessment* | Health Behavior Assessment (by Jan. 26 at 11:59pm) |
| 3    | Jan. 27 – Feb. 2  | Chapter 2: Promoting & Preserving Your Psychological Health                           |                                                                            |
| 4    | Feb. 3 – Feb. 9   | Chapter 3: Managing Stress & Coping with Life’s Challenges  
*Health Behavior Contract**| Health Behavior Contract (by Feb. 9 at 11:59pm)** |
| 5    | Feb. 10 – Feb. 16 | Chapter 4: Preventing Violence and Injury                                              |                                                                            |
| 6    | Feb. 17 – Feb. 23 | Exam One Review  
*Exam One (Ch. 1, 2, 3, 4)*  
*Reflection of Progress* | Exam One (by Feb 23 at 11:59pm)  
Reflection of Progress (by Feb. 23 at 11:59pm) |
| 7    | Feb. 24 – Mar. 2  | Chapter 7: Recognizing and Avoiding Addiction and Drug Abuse                          |                                                                            |
| 8    | Mar. 3 – Mar. 9   | Chapter 8: Drinking Alcohol Responsibly and Ending Tobacco Use  
*Reflection of Progress* | Reflection of Progress (by Mar. 9 at 11:59pm) |
| 9    | Mar. 10 – Mar. 16 | N/A (*Spring Break*)                                                                  | N/A (*Spring Break*) |
| 10   | Mar. 17 – Mar. 23 | Chapter 9: Eating for a Healthier You                                                 |                                                                            |
| 11   | Mar. 24 – Mar. 30 | Chapter 10: Reaching and Maintaining a Healthy Weight  
*Reflection of Progress* | Reflection of Progress (by Mar. 30 at 11:59pm) |
| 12   | Mar. 31 – Apr. 6  | Exam Two Review  
*Exam Two (Ch. 7, 8, 9, 10)*  
*Reflection of Progress* | Exam Two (by Mar. 23 at 11:59pm) |
| 13   | Apr. 7 – Apr. 13  | Chapter 11: Improving your Personal Fitness  
*Reflection of Progress* | Reflection of Progress (by Apr. 13 at 11:59pm) |
| 14   | Apr. 14 – Apr. 20 | Chapter 12: Reducing your Risk of Cardiovascular Disease and Cancer                   |                                                                            |
| 15   | Apr. 21 – Apr. 27 | Chapter 15: Promoting Environmental Health                                           |                                                                            |
| 16   | Apr. 28 – May 4   | Exam Three Review  
Final Exam Review  
*Exam Three (Ch. 11, 12, 14, 15)*  
*Health Behavior Change Evaluation** | Exam Three (by May 4 at 11:59pm)  
Health Behavior Change Evaluation (by May 4 at 11:59pm)** |
VI. Readings (Required and recommended—including texts, websites, articles, etc.):

2. Your email: I primarily communicate through email, so make sure that you check your university email regularly!

3. D2L: This will be the hub for course communication and dissemination of course materials, so make sure that you are familiar with how the site functions. I will also make news announcements through here, which will be vital for you to read.

4. LiveText: 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. **Promptly registering and accessing your LiveText account is absolutely essential, as there are assignments that must be submitted on LiveText to receive any credit. If you wait to register your LiveText or address any technical issues with your registration, and are unable to submit these assignments to LiveText on time, then you will receive a zero on these assignments. There will be NO exceptions to this – getting your LiveText set up on time is your responsibility!**

VII. Course Evaluations:
Completing course evaluations is vital to ensuring that this course continually improves.

Near the conclusion of each semester, students in the Perkins College of Education (PCOE) electronically evaluate courses taken within the PCOE. 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 PCOE faculty is committed to excellence in teaching and continued improvement. **Therefore, your response is critical (REQUIRED not optional)!**

In the PCOE, 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 Excuse 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 Accommodations 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 in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

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;
- 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 (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 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/). 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 Martin at 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:

Please keep the following in mind during the semester:

1. I will not respond to any emails which:
   - …do not include “HSC 121-502” in the subject line.
   - …are not written with professional courtesy – please address me with a salutation and write in proper English
   - …ask me a question which is in the syllabus (including any statements that are in this section)
   - …are silly or ridiculous in any other way
2. The grading policies are clearly laid out in section IV. **I will not round your grade anything beyond this, even if it is only one point.**
3. **There are no extra credit opportunities in this course.** I am not going to create extra work for myself by initiating any more extra credit opportunities.
4. If you have an excused absence, you must **present this to me promptly.** It is your responsibility to follow through with this. **What constitutes “excused” is at my discretion.**
5. **I will not accept any late work.** Remember, assignments are due by the **end of the day on their due date.**
6. Finally, **do not come to office hours to request exceptions to anything in the syllabus.**