I. **Course Description:** This class is an introductory level course in health. Many topical areas will be discussed and provide a base knowledge for upper level health courses.

**HSC 121 “Core Concepts of Health” Course Justification (3 credits):** This is a face-to-face course that will meet 150 minutes of classroom time/direct instruction per week for 15 weeks and also meets for a 2-hour final examination. Students will have out of class assignments such as weekly behavior change journals and a health-behavior change project. The assignments and exams provide a base knowledge of health topics for when the students reach upper level courses within the Health Science degree plan. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

**Prerequisites:** N/A

There is a critical assignment (Health Behavior Change Evaluation) that is related to accountability and accreditation in this course. The assignment MUST be submitted to me as a hardcopy during the class time that it is due AND submitted electronically to the drop box in D2L by the class time it is due. If both are not submitted on the due date (hardcopy in class and electronically to D2L) a score of 0 will be recorded.

**James I. Perkins College of Education Diversity Statement:** The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

II. **Intended Learning Outcomes/Goals/Objectives:**

- 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):**

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

**Student Learning Outcomes:** The student will be able to:

- Deliver a presentation on how to improve health. (NCHEC Standards I, VI, & VII)
- Identify a health behavior that needs to be addressed and then develop an appropriate health behavior change plan. (NCHEC Standards II)
- Apply the principle factors involved in developing one’s optimal health. (NCHEC Standards VI & VII)
- Identify the major concepts relative to making positive decisions regarding one’s health. (NCHEC Standards I & VI)
- Comply with the principle factors that affect quality of life. (NCHEC Standards VI & VII)
Course Assignments, Activities, Instructional Strategies, use of Technology:

1. The **Health Project** is worth a total of 100 points. The components of the project are listed below:

   - HEALTH BEHAVIOR ASSESSMENT - Complete “How Healthy Are You” on page 20-23 of textbook and on D2L. Staple the assessment to a typed one-half page double-spaced (1 inch margins) summary of your findings and your plan of action. **Worth 20 points.**

   - HEALTH BEHAVIOR CONTRACT - Decide what health behavior you would like to change (i.e., anger management, smoking, exercise, stress, etc.) Complete “Behavior Change Contract” (found on D2L). **Worth 20 points.**

   - HEALTH BEHAVIOR CHANGE EVALUATION** - At the end of the semester, each student will write a paper about their experience trying to change the health-related behavior identified in their health behavior contract. Each student will submit a 2-3 page 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 the summary of the project. The Health Behavior Change Evaluation will be evaluated on the following criteria: paper content (thoroughly answered questions) and writing style (grammar, spelling, and format). See D2L for the rubric.

   **This assignment is related to accountability and accreditation.

   **The assignment MUST be uploaded into LiveText by the assigned due date and time.

   Answer the following questions in the body of the paper:

   a) HEALTH BEHAVIOR: Describe your original SMART objective and why you chose this objective to work on. Were you successful in changing your behavior?

   b) PLAN: Talk about your original short-term objectives, 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 objective health behavior change.

   c) CLASS HELPFUL: How did this class help you achieve your SMART objective health behavior change? How could the class have been more helpful to you in achieving your objective?

   d) SUPPORT/BARRIERS: Name two barriers to your original behavior change objective.

      a. If you were successful - describe how you overcame these barriers?

      b. If you were not successful - describe how you could 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) OBJECTIVES CHALLENGING REALISTIC/ATTAINABLE: Were your objectives 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 objective?

   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? **Worth 60 points.**
2. **Health Presentation** - Student will be assigned to a group composed of three classmates. Groups will be assigned a health or wellness topic. Presentation will last 8-10 minutes. **Worth 25 points.**

3. **Extra Credit Participation Points (ECPs)** – You are eligible for a **maximum of 5 ECP points.** All must be typed (check Section V for DUE date). Can and will be used for attendance purposes. If you have more than four absences and/or tardies you are not eligible for ECP points (unless documented school sponsored event/s). ECPs will be uploaded to D2L.

4. **Exams (NCHEC I)** - There will be three in-class exams. Exams may include a variety of question types including multiple choice, true/false, short answer, and essay. Proper spelling, grammar, and punctuation are expected. Exams are administered at the beginning of a class period. Students who arrive late for an exam (one or more students has completed and turned in the exam) will not be allowed to take the exam and will receive a “0.” If unable to take an exam on a scheduled date and time the students must notify me prior to test time in order to make-up the exam, if not notified prior to the exam date and time the student will earn a “0.” You are required to bring a Scantron form 882-E to each exam with a #2 pencil. **Worth 100 points each.**

If you have questions about obtaining or registering your LiveText/Watermark account, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

**III. Evaluation and Assessments (Grading):**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
<td>A = 90%+</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
<td>B = 80-89%</td>
</tr>
<tr>
<td>Exam 3</td>
<td>100</td>
<td>C = 70-79%</td>
</tr>
<tr>
<td>Health Project**</td>
<td>100</td>
<td>D = 60-69%</td>
</tr>
<tr>
<td>Health Presentation</td>
<td>25</td>
<td>F = Below 59%</td>
</tr>
</tbody>
</table>

Extra Credit Participation = 5 points maximum

Attendance (see VIII for attendance policy)

**FINAL POINT TOTAL** **425 points**

**The Health Behavior Change Evaluation is related to accountability and accreditation. The assignment MUST be submitted to me as a hardcopy during the class time that it is due AND submitted electronically to the drop box in D2L by the class time it is due. If both are not submitted on the due date (hardcopy in class and electronically to D2L) a score of 0 will be recorded.**
**IV. Tentative Course Outline/Calendar:**

<table>
<thead>
<tr>
<th>Assignment &amp; DUE date</th>
<th>“Tentative” topic covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 WELLcome! Email me by W, Jan. 22 &amp; tell me about yourself.</td>
<td>Accessing your health ppt (chap. 1)</td>
</tr>
<tr>
<td>2 • NO class on M, Jan. 20 in observation of Martin Luther King • Seating chart on W, Jan. 22</td>
<td>Stress121 ppt (chap. 3); Healthy relationships (chap. 6; handout)</td>
</tr>
<tr>
<td>3 Health Behavior Assessment DUE W, Jan. 29</td>
<td>PA/Exercise ppt (chap. 12)</td>
</tr>
<tr>
<td>4 Health Behavior Contract DUE W, Feb. 5</td>
<td>PA/Exercise (cont.)</td>
</tr>
<tr>
<td>5 EXAM #1 on W, Feb.12</td>
<td>Cancer (chap. 13)</td>
</tr>
<tr>
<td>6</td>
<td>Eating for a healthier you (chap. 10)</td>
</tr>
<tr>
<td>7</td>
<td>Weight Management ppt (chap. 11)</td>
</tr>
<tr>
<td>8 Mid-Term Grades Posted on W, March 4</td>
<td>DrugAbuse ppt (chap. 8 &amp; 9); Alcohol &amp; Tobacco ppt (chap. 8 &amp; 9)</td>
</tr>
<tr>
<td>9 Spring Break</td>
<td></td>
</tr>
<tr>
<td>10 EXAM #2 on W, March 18</td>
<td>CVD ppt (chap.13)</td>
</tr>
<tr>
<td>11</td>
<td>Immune Response ppt; Reproductive choices (Chap 7, handout)</td>
</tr>
<tr>
<td>12 Presentations on MW March 30 &amp; April 1</td>
<td>STI ppt (chap. 14)</td>
</tr>
<tr>
<td>13</td>
<td>Environmental Health ppt (chap. 16)</td>
</tr>
<tr>
<td>14</td>
<td></td>
</tr>
<tr>
<td>15 Health Behavior Change Eval DUE on M, APRIL 20**</td>
<td>Smart Health Care Choices ppt (chap. 15)</td>
</tr>
<tr>
<td>16 • ECP DUE M, April 27 • Course evals due by 11:59 pm on Sunday, May 3</td>
<td>Aging ppt and Death &amp; Dying ppt (chap. 15)</td>
</tr>
<tr>
<td>17 3rd (final exam) on W, May 6 @ 8-10:30 am</td>
<td></td>
</tr>
</tbody>
</table>

** The Health Behavior Change Evaluation is related to accountability and accreditation. The assignment MUST be submitted to me as a hardcopy during the class time that it is due AND submitted electronically to the drop box in D2L by the class time it is due. If both are not submitted on the due date (hardcopy in class and electronically to D2L) a score of 0 will be recorded.
VI. Readings (Required and recommended – including texts, websites, articles, etc.):

- D2L/BrightSpace
- **LiveText/Watermark Statement:** This course uses the LiveText/Watermark 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/Watermark 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/Watermark 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/Watermark 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/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

VII. Course Evaluations:

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.

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 http://www.sfasu.edu/policies/

**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 (including the first 12 day attendance report) 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.

- See Section V for how ECP can and will be used for attendance.

**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, 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/disabilityservices/](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.

**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 [http://www.sfasu.edu/judicial/earlyalert.asp](http://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

VIII. Other Relevant Course Information:

- **Late Work:** I do not accept late work. Please read that phrase again – I do not accept late work. Late assignments turned in or posted after a deadline will not be accepted unless I have granted you an official extension prior to the deadline.
- **Email etiquette (adapted from Dr. John Janowiak at UNC Chapel Hill) and Professionalism:** 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. Rust,” or “Professor Rust,”
  - 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 Dr. Rust, I am a student enrolled in your online HSC 121-1 course.” Also, **please include a brief description of the subject of your email in the subject line of the email.**
  - **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 needing to schedule an appointment outside of my office hours, please 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./Professor Rust) or establish who you are and in what class you are enrolled, your e-mail message will not be read or responded to.
- **Cell Phones:** Due to the proliferation of cell phones in my classes, I have had to add this policy to all my syllabi. Please turn off your cell phone when you enter my classroom and place it inside your book bag. Please familiarize yourself with the student code of conduct (Policy 10.4).