I. Course Description:
Introductory course that examines the multi-dimensional factors that affect health and provides base knowledge to promote individual and community health.

Course Justification: 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 a health-behavior change project, weekly behavior change journal entries, and chapter readings. The assignments and exams provide a base knowledge of health topics, helping to prepare students for upper level courses within the Health Science degree plan. These activities average at a minimum 6 hours of work each week outside of classroom hours.

Prerequisites: NA

Diversity: 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:
1. This course links with SFA Initiative #4: Develop a learner-centered environment.
2. This course links with SFA’s COE Goal and Initiative #2: Prepare educators and industry professionals.
3. This course links with SFA Initiative #5: Create new learning opportunities through additional interdisciplinary, international, service learning, and civic engagement experiences.
4. 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 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 be able to communicate health information.
4. 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:**
1. Identify a health behavior that needs to be addressed and then develop an appropriate health behavior change plan. (NCHEC Standards II)
2. Apply the principle factors involved in developing one’s optimal health. (NCHEC Standards VI & VII)
3. Identify the major concepts relative to making positive decisions regarding one’s health. (NCHEC Standards I & VI)
4. Comply with the principle factors that affect quality of life. (NCHEC Standards VI & VII)

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

1. **Behavior Change Project:** This assignment is related to accountability and accreditation.

   The four components of the project are listed below:

   **Part 1. HEALTH BEHAVIOR ASSESSMENT** (30 points)
   Complete “How Healthy Are You” (found under the Content tab in D2L). Include with this assessment a typed one (1) page double-spaced summary addressing 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/score? You will submit this project component via the D2L drop box.

   **Part 2. HEALTH BEHAVIOR CONTRACT** (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” in the back of the textbook or the copy under the Content tab in D2L. You will submit this project component via the D2L drop box.

   **Part 3. WEEKLY JOURNAL PROGRESS ENTRIES** (20 points)
   Students will submit weekly progress updates via the drop box folder on D2L. Weekly reflections are due on Thursday by 11:59pm (midnight).

   **Part 4. HEALTH BEHAVIOR CHANGE EVALUATION** (100 points)
   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 Content tab under D2L for rubric.

   **Answer the following questions in the body of the paper:**
   a) HEALTH BEHAVIOR: Describe your original SMART goal and why you chose this goal to work on. 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.
      1. If you were successful-describe how you overcame these barriers?
2. 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?
   1. If so, who supported you, what did they do and how was their support helpful?
   2. 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?
   1. If so, how?
   2. 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?

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

LiveText 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 email to another account and do not receive an email concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these emails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or email 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.

2. Learning Exercises/Mini Assignments: Hands-on and computer-based discovery exercises are intended reinforce, supplement, and extend traditional text- and lecture-based learning. There will be a total of 10 exercises, each worth 10 points. Most of these exercises are designed to be completed during class; however, some exercises will take us to the gym or outdoors, and a few exercises you will undertake on your own time outside of class. All exercises will include detailed instructions and due dates/times. Learning exercises ARE NOT scheduled; they may be introduced and distributed during any class period. Students who are absent for a learning exercise will receive a score of 0 for that exercise.

3. Exams: There will be a midterm exam and a final exam in this course. Each exam is worth 100 points. Exams will be taken in class on the scheduled dates. If you are absent on the day of the exam without prior communication/excused absence you will receive a grade of 0. Once the exam time begins students are not permitted to leave the classroom. Additionally, students will not be permitted to enter the classroom once an exam has been completed and turned in to the instructor.
4. **Office visit:** Students will be required to stop by the instructors office to become familiar with her office hours and office location.

5. **Syllabus Quiz and Agreement:** Once students have read the syllabus they will be required to complete an online syllabus quiz and syllabus agreement. This will encourage students to become familiar with all course assignments, expectations, and policies.

6. **Attendance:** Daily attendance will be recorded.
   a. Be in class on time!
   b. If you miss **5 or more classes** you will not be eligible for any extra credit at the end of the course.

7. **Instructional Strategies:** Multiple strategies such as in class discussion, group work, in-class-questions, on-line activities, readings, presentations and other various teaching techniques/strategies will be used throughout this course.

8. **Technology:** Students will be required to utilize D2L for all assignment submissions. Texting/Facetime/phone calls and other cell phone personal use is **NOT** permitted in class. If you need to make/answer a call please do so outside of the classroom. Laptops may only be used for note taking purposes and/or online activities designated by the instructor. **If a student is found on social media sites, texting, or doing tasks other than what is permitted in the instructor may ask them to leave the class.**

### IV. Evaluation and Assessment:

- a. Exam 1 (Mid-Term) – 100 points
- b. Exam 2 (Final) – 100 points
- c. Mini Assignments – 80 points
- d. Behavior Change Project – 200 points
- e. Syllabus Agreement and Quiz – 5 points
- f. Office visit – 10 points
- g. Course Evaluation – 5 points

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<tr>
<th>Total Course Points</th>
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<tr>
<td>Letter Grade</td>
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<tr>
<td>A = 90%+</td>
<td>360 +</td>
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<td>B = 80-89.99%</td>
<td>320-359</td>
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<td>C = 70-79.99%</td>
<td>280-319</td>
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<td>D = 60-69.99%</td>
<td>240-279</td>
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<tr>
<td>F = Below 59.99%</td>
<td>239 or below</td>
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### V. Tentative Course Schedule:

See last page of syllabus for tentative course schedule. Course schedules will always be posted on D2L as well.

### VI. Required Textbook:

**Required Readings:** All articles/websites/readings posted to the course D2L page

VII. **Course Evaluations:**
At 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:

a. Course and program improvement, planning, and accreditation;
b. Instruction evaluation purposes; and
c. Making decisions on faculty tenure, promotion, pay, and retention
d. 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. This assignment is **REQUIRED** not optional.

e. 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:** [http://www.sfasu.edu/policies/](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. Students should contact the office of Community Standards (Rusk Building 315) to provide supporting documentation for excused absences.

**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/

**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.

**IX. Other Important Course Information**

- **Due Dates:** All assignments are due by the designated due date/time. Late work **WILL NOT** be accepted.
- **Final Grades/Assignment Grades:** There will be **no rounding** of final grades or individual assignment grades.
- **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. 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 Instructor Wagner-Greene”
  - 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 .... I am a student enrolled in your HSC ___ 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 emails and check for spelling and grammatical mistakes before sending them.

- 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].”

**See Next Page for Tentative Course Schedule**
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<th>Date</th>
<th>Topic</th>
<th>Chapter/Assignments/Reminders</th>
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<tbody>
<tr>
<td>1/16</td>
<td>Syllabus Review, Introductions, Expectations</td>
<td>Please review syllabus online prior to class</td>
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<tr>
<td>1/21</td>
<td>Overview of Health Behavior Change Project</td>
<td><strong>Syllabus quiz and agreement due</strong></td>
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<tr>
<td>1/23</td>
<td>What is Health and Wellness?</td>
<td><strong>Health behavior assessment due</strong></td>
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<td>1/28</td>
<td>Factors that Influence Health</td>
<td>Chapter 1</td>
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<td>1/30</td>
<td>Managing Stress &amp; Coping with Life's Challenges</td>
<td>Chapter 1 &amp; 2</td>
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<td>2/4</td>
<td>Improving Sleep</td>
<td><strong>Behavior change contracts due</strong></td>
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<td>2/6</td>
<td>Healthy Relationships and Communication</td>
<td>Chapter 6</td>
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<td>2/11</td>
<td>Reproductive Choices and Sexual Health</td>
<td>Chapter 7 &amp; 14</td>
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<td>Midterm Exam Review</td>
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<td>Nutrition Basics/Weight Management*</td>
<td>Online lesson*</td>
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<td>Reducing Risk of Chronic Disease</td>
<td>Chapter 13</td>
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<td>3/31</td>
<td>Environmental Health</td>
<td>Chapter 16</td>
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*Online lesson*
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<td>Environmental Health</td>
<td>Chapter 16</td>
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<td>4/7</td>
<td>Preventing Violence and Injury</td>
<td>Chapter 5</td>
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<td>Easter Break</td>
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<td>Health Disparities</td>
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