Department of KIN & HSC
HLTH 1304-503
Fall 2021

Instructor: Dr. DawnElla M. Rust
Office: HPE 215
Credits: 3 hours
Office Hours: MW 10-11:30; TTh 10-12; or by appointment
  o F2F or ZOOM

Office Phone: 936-468-1495
Other Contact Information: (936) 468-3503

Email: drust@sfasu.edu
Emails will be responded to in 24-48 hours, Monday through Friday. The course requires that you have and use your SFA Jacks email account. You are responsible for messages sent by professors and other SFA officials to your SFA Jacks email address. Due to FERPA restrictions, any email correspondence regarding this course must be sent to me from your SFA Jacks email account only. (Do NOT send emails to me via D2L). You are responsible for checking your email daily.

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 an online course that will have at least 150 minutes of instruction time per week for 7 weeks. Students will have class assignments such as weekly behavior change journals, mini assignments, chapter readings, 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.

Course Delivery: On-Line
Prerequisites: None

James L. Perkins College of Education Diversity Statement: The James L. 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.

I. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

This course links with SFA’s Envisioned Goal 2: Our students will be engaged and empowered.
This course links with SFA’s PCOE Goal 1: We will provide transformational experiences for our students.
This course links with SFA’s Envisioned Goal 5: We will be an innovative university.
This course links with SFA’s PCOE Goal 5: We will provide academic and co-curricular innovations.
Program Learning Outcomes (Community Health):

1. The student will be able to plan and evaluate a community/classroom-based health lesson (NCHEC I, II, IV).
2. The student will construct professional documents (resume and cover letter) to be used as a personal career-marketing tool for employment opportunities (NCHEC VII).
3. The student will demonstrate the knowledge and skills to search for and write a grant proposal to address a specific health-issue (NCHEC I, II, IV, VII).
4. The student will be able to communicate health information (NCHEC VI).
5. The student will design and implement a health behavior change plan that they will monitor for the semester (NCHEC I, II, III)

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:

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

The **four parts** of the Behavior Change Project are listed below:

**Part 1. HEALTH BEHAVIOR ASSESSMENT** (25 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** (25 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** (50 points)
Students will submit five weekly progress updates via the drop box folder on D2L.

**Part 4. HEALTH BEHAVIOR CHANGE EVALUATION** (75 points)
At the end of the semester, each student will submit an evaluation of their attempt to change the health-related behavior identified in their health behavior contract. 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. **This is a LiveText assignment.**

**LiveText/Watermark:** 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. The email will be from support@watermarkinsights.com

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.

- **Mini Assignments:** Hands-on and computer-based discovery exercises are intended reinforce, supplement, and extend traditional text- and lecture-based learning. 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. Late Mini Assignments will receive a score of 0 for that assignment.
- **Quizzes:** There will be a midterm exam and a final exam in this course. Each exam is worth 50 points. Exams will be taken online 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. Students are not permitted to take exams with other students, family members, or friends.
- **Office visit:** Students will be required to ZOOM with Dr. Rust so we can learn a little more about each other.
- **Syllabus 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.
- **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.
- **Technology:** Students will be required to utilize D2L for all assignment submissions.
IV. Evaluation and Assessment:

- Exam 1 (Mid-Term) – 50 points
- Exam 2 (Final) – 50 points
- Mini Assignments – 125 points
- Behavior Change Project (all components) – 175 points (LiveText assignment)
- Syllabus Agreement – 5 points

Total Course Points = 405

A (90%) = 364+
B (80-89.99%) = 324-364
C (70-79.99%) = 283-323
D (60-69.99%) = 243-282
F (below 59.99%) = 242 or below

V. Tentative Course Outline/Calendar: See last page of syllabus for tentative course schedule. Course schedule also will be posted on D2L.

VI. Required Readings:

- **Brightspace and or ZOOM**: The course has a Brightspace site that can be found at d2l.sfasu.edu. You are responsible for all announcements and materials presented on this web page, so you must check it daily. Your course grades will be posted here. If you do not have access to our class D2L page for any reason, you must contact me ASAP. A great resource for Brightspace or Zoom questions can be found at [https://www.sfactl.com/student-support](https://www.sfactl.com/student-support)

- **LiveText/Watermark** 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. The email will be from support@watermarkinsights.com

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.
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.

VII. Course Evaluations:
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2. Instruction evaluation purposes; and
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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.
**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 by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.
Student Code of Conduct: Policy 10.4

Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well.

Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support student’s mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

IX. Other Relevant Course Information:

NO LATE ASSIGNMENTS WILL BE ACCEPTED! MY PHILOSOPHY OF TEACHING AND GRADING IS SUCH – “FIX IT BEFORE IT’S BROKE!” I WILL PROVIDE YOU WITH FORMATIVE FEEDBACK, BUT WHEN AN ASSIGNMENT IS DUE, THAT’S IT, NO REVISIONS/CORRECTIONS WILL BE ALLOWED AFTER THAT POINT!

Final grades – Due to my “fix it before it’s broke policy” my position on rounding grades is very strict. For example, if you have not completed all of the work (see Section IV) and you have earned a B (89.51% or higher) I will not round your grade to an A. You must complete all work for rounding to be considered.

Email etiquette and Professionalism (adapted from Dr. John Janowiak at UNC Chapel Hill): When you e-mail friends, you can be as informal as you wish. However, when you write to your employer, professor, or
supervisor you should use proper and polite language. By training yourself to write properly, you develop skills necessary to deal with future clients and supervisors, who are unlikely to tolerate bad e-mail manners. Please use the following guidelines when e-mailing me and other professors:

- Even telephone conversations start with “Hello” and end with “Goodbye.” Therefore, please use a formal salutation when e-mailing professors, such as: “Dear Dr. 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 and section you are enrolled in, such as: “Dear Dr. Rust, I am a student enrolled in your HLTH 1304-503.”

- 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].”
**Tentative Class Calendar** - Dates may change at the discretion of the instructor. Should a date change be required, it will be announced in the course news or on the discussion board.

**All assignments by DUE by 11:59 pm (night) Central Standard Time (T) on the date noted.**

With the exception of the Midterm Exam and the Final Exam.

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<th>Module/Week</th>
<th>Topics</th>
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<th>Points</th>
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<td>Ch. 1 Assessing your Health &amp; Behavior Change</td>
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<td>Behavior Change Journal 4</td>
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<td>WotN Worksheet 1</td>
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<td>Extra Credit</td>
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<td>Behavior Change Journal 5</td>
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<td>D &amp; D Worksheet</td>
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