Instructor: Jessica Waguespack  
Office: Health and Wellness Hub  
Office Phone: 936.468.4008  
Other Contact Information: N/A  
Course Time & Location: Online  
Office Hours: Wednesday’s 3:00 – 4:00 p.m.  
Credits: 3 hours  
Email: jessica.waguespack@sfasu.edu

Prerequisites:

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 meet 150 minutes of classroom time/direct instruction per week for 16 weeks and a final exam. 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.

Course Delivery Modality: Asynchronous Online

Prerequisites: NA

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

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:

1. The student will design and implement a health behavior change plan.  
   HLTH 1304 - Health Behavior Evaluation (NCHEC I, II & IV)
2. The student will be able to communicate health information.  
   HLTH 2360 - Health Brief (NCHEC I, VI, & VII)
3. The student will be able to develop a document that assess and implements a health topic.  
   HLTH 3360 - Poster Presentation (NCHEC I, III, VI & VII)
4. The student will apply principles of cultural competence in selecting and/or designing strategies/interventions.  
   HLTH 4320 – Health Lesson (NCEC I, II, VI, & VII)
5. The student will demonstrate the knowledge and skills to develop a health proposal for a specific health issue.  
   HLTH 4389 – Health Proposal (NCHEC I, II, & V)

** See Appendix 1 for alignment of course outcomes for students in EC-12 Physical Education Concentration – TEA Alignment Chart for Physical Education EC-12
Student Learning Outcomes:

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:

Health Behavior Change Project: This assignment has been broken down into multiple portions. ***This assignment is related to accountability and accreditation. The assignment MUST be completed***

1. How Healthy Are You Worksheet (Worth 15 points)
   - Complete “How Healthy Are You?” found under Content Section of D2L.
   - Attach the document to the Dropbox Folder on D2L.
2. How Healthy Are You Reflection (Worth 15 points)
   - Complete How Healthy Are You Reflection, found under Content Section of D2L.
   - Your grade will be determined based on following the instructions, answering all of the questions, and the specificity and accuracy with which you answer the questions.
   - Attach the document to the Dropbox Folder on D2L.
3. Health Behavior Change Contract (Goals) (Worth 20 points)
   - Complete all sections of the “Health Behavior Change Contract” found under the Content Section.
   - Decide what health behavior you would like to change (e.g., sleeping habits, smoking, exercise, stress, etc.). This must be listed as a SMART Goal.
   - Attach the document to the Dropbox Folder on D2L.
   - Attach to LiveText. This is a LiveTexas assignment.
4. Weekly Journal Blog Entries (Worth 50 points)
   - Each student will need to write journal entries reflecting on the HBC Project.
   - There will be a total of 10 entries, each entry worth 5 points.
   - Journal blog entries should be meaningful, monitor behavior progression, and report successes and obstacles changing the behavior.
   - You will submit your weekly journal blog entry via Dropbox no later than each Sunday, by 11:59 p.m.
   - You should refer to this journal blog when writing up your evaluation of the HBC Project.
5. Health Behavior Change Evaluation (Worth 100 points)
   - Complete Health Behavior Change Evaluation, directions found under Content Section of D2L.
   - Your grade will be determined based on following the instructions, answering all of the questions, and the specificity and accuracy with which you answer the questions.
   - 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.
   - Attach the document to the Dropbox Folder on D2L.
   - Attach to LiveText. This is a LiveTexas assignment.

Learning Exercises/Mini Assignments:
Hands-on and computer-based discovery exercises are intended reinforce, supplement, and extend traditional text- and lecture-based learning. All exercises will include detailed instructions and due dates/times. There will be a total of 9 mini assignments, each assignment worth 10 points.
**Exams:**
There will be a midterm and final exam for this course. Exams will be taken online.

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

**Attendance:**
Will be recorded via submission of assignments by due dates and engagement in online content.

**Instructional Strategies:**
The instructor will use a variety of instructional methods, such as, online videos, personal stories, website links, class discussions (online), and other engagement approaches.

**Technology:**
This course will utilize D2L by Brightspace, YouTube video links, TedTalks, internet links to websites and articles, PowerPoint, discussions, Microsoft Word, and Zoom. Other potential apps may be Kahoot, Flipgrid, and Prezi.

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

- Exam 1 (Mid-Term) – 50 points
- Exam 2 (Final) – 50 points
- Learning Exercises / Mini Assignments – 90 points
- Syllabus Agreement and Quiz – 5 points
- Behavior Change Project – 200 points (LiveText assignment)
- Introduction – 5 points

<table>
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<tr>
<th>Total Course Points</th>
<th>400</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grade</td>
<td>Points Needed</td>
</tr>
<tr>
<td>A = 90%+</td>
<td>360 +</td>
</tr>
<tr>
<td>B = 80-89.99%</td>
<td>320-359.5</td>
</tr>
<tr>
<td>C = 70-79.99%</td>
<td>280-319.5</td>
</tr>
<tr>
<td>D = 60-69.99%</td>
<td>240-279.5</td>
</tr>
<tr>
<td>F = Below 59.99%</td>
<td>239.5 or below</td>
</tr>
</tbody>
</table>

**V. Tentative Course Outline/Calendar:**
See pages 8 thru 9 of syllabus for tentative course schedule. Course schedules will always be posted on D2L as well.

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

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

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Revised August, 2023
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. The emails 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.

VII. Course Evaluations:
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) 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 (full-time and part-time) annual evaluation processes, 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!

In the Perkins 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 summarized data will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Policy

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 (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 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, 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 promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

**Code of Student Conduct and Academic Integrity: Policy 10.4**

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one's self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one's own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**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;
- 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 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
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:
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.

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.

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.

***Other other SFA Policy Information

IX: Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.
On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu
SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education
www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741

X: Other Relevant 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.

See Next Page for Tentative Schedule
<table>
<thead>
<tr>
<th>Week:</th>
<th>Dates:</th>
<th>Topic:</th>
<th>Due: All assignments are due by Sunday at 11:59 p.m. (CST). With the exception of the Final Exam.</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug. 28 – Sept. 3</td>
<td>Welcome!</td>
<td>Syllabus Agreement and Quiz due Sept. 3 Introduction due Sept. 3</td>
</tr>
<tr>
<td>2</td>
<td>Sept. 4 - 10</td>
<td>Ch. 1 Health: Getting There – Staying There!</td>
<td>Read Ch.1 How Healthy Are You Worksheet due Sept. 10 How Healthy Are You Reflection due Sept. 10</td>
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<tr>
<td>3</td>
<td>Sept. 11 - 17</td>
<td>Ch. 2 Promoting and Preserving Your Psychological Health Chapter 3: Managing Stress and Coping with Life’s Challenges</td>
<td>Read Ch. 2 &amp; 3 HBC Contract (Goals) due Sept. 17 Mini Assignment due Sept. 17</td>
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<tr>
<td>4</td>
<td>Sept. 18 - 24</td>
<td>Chapter 4: Improving Your Sleep</td>
<td>Read Ch.4 Journal blog due Sept. 24 Mini Assignment due Sept. 24</td>
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<tr>
<td>5</td>
<td>Sept. 25 - Oct. 1</td>
<td>Chapter 5: Preventing Violence and Injury</td>
<td>Read Ch.5 Journal blog due Oct. 1 Mini Assignment due Oct. 1</td>
</tr>
<tr>
<td>6</td>
<td>Oct. 2 - 8</td>
<td>Chapter 6: Connecting and Communicating in the Modern World</td>
<td>Read Ch.6 Journal blog due Oct. 8 Mini Assignment due Oct. 8</td>
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<tr>
<td>7</td>
<td>Oct. 9 - 15</td>
<td>Chapter 7: Considering Your Reproductive Choices</td>
<td>Read Ch.7 Journal blog due Oct. 15 Mini Assignment due Oct. 15</td>
</tr>
<tr>
<td>8</td>
<td>Oct. 16 - 22</td>
<td>Chapter 8: Recognizing and Avoiding Addiction and Drug Abuse</td>
<td>Read Ch.8 Journal Blog due Oct. 22 Midterm Exam due Oct. 22</td>
</tr>
<tr>
<td>9</td>
<td>Oct. 23 - 29</td>
<td>Chapter 9: Drinking Alcohol Responsibly and Ending Tobacco Use</td>
<td>Read Ch.9 Journal blog due Oct. 29 Mini Assignment due Oct. 29</td>
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<tr>
<td>10</td>
<td>Oct. 30 - Nov. 5</td>
<td>Chapter 10: Nutrition: Eating for a Healthier You</td>
<td>Read Ch.10 Journal blog due Nov. 5 Mini Assignment due Nov. 5</td>
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<tr>
<td>11</td>
<td>Nov. 6 - 12</td>
<td>Chapter 11: Reaching and Maintaining a Healthy Weight</td>
<td>Read Ch.11 Journal blog due Nov. 12 Mini Assignment due Nov. 12</td>
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<tr>
<td>12</td>
<td>Nov. 13 - 19</td>
<td>Chapter 12: Improving Your Personal Fitness</td>
<td>Read Ch.12 Journal blog due Nov. 19</td>
</tr>
<tr>
<td>13</td>
<td>Nov. 20 - 26</td>
<td><strong>NO ASSIGNMENTS THANKSGIVING BREAK</strong></td>
<td></td>
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</tbody>
</table>
| 14 | Nov. 27 – Dec. 3 | Chapter 13: Reducing Your Risk of Cardiovascular Disease and Cancer  
Chapter 14: Protecting Against Infectious Diseases and Sexually Transmitted Infections | Read Ch.13 & 14  
Journal blog due Dec. 3  
Mini Assignment due Dec. 3 |
| 15 | Dec. 4 – 10 | WORK ON HBC EVALUATION AND PREPARE FOR FINAL | Health Behavior Change Evaluation due Dec. 10 |
| 16 | Dec. 11 - 15 | FINAL EXAM | Final Exam due Dec. 15 |

Appendix I – TEA Standards Alignment Chart

|-----------------------|-------------------------------|----------------|-----------------------------|---------------------|-----------------|
| Behavior Change Project  
- Students assess an area of their health that needs improved, plan how to achieve the goal, implement the plan, and evaluate the results. | 5a, 5b, 5c | 1.3 | 3.15k | 2.6c | 6k, 6m |
| Class  
worksheets/participation - assignments vary on the weekly health topic but address topics such as: mental health, physical activity, nutrition, cancer, alcohol, sexual health, communication, injuries, etc. | | | 2.2k, 2.3k, 2.4k, 2.5k, 2.7k, 2.8k, 2.9k, 2.10k, 2.12k, 2.15k, 2.4s, 2.1s, 2.5s, 2.7s, 2.9s, 2.11s, 2.16s, 3.5s, 3.15k | | |
| Exam #1 - Midterm -  
Content includes: Overview of health, health behavior theory, psychological health, stress, sleep, relationships, communication, reproductive choices, and sexual health. | | | | | |
Exam #2 - Final - Content includes: Fitness/physical health, nutrition/weight management, chronic disease, environmental health, health care, injury, and death/dying.

| 2.2k, 2.3k, 2.4k, 2.5k, 2.7k, 2.8k, 2.9k, 2.10k, 2.12k, 2.15k, 2.4s, 2.1s, 2.5s, 2.7s, 2.9s, 2.11s, 2.16s, 3.5s |

Links to additional standards can be found on the PCOE website.