Instructor: Muswamba Mwamba, DrPH, IBCLC

Office: HPE 217

Office Phone: 936-468-2353

Office Hours: I am available to meet ANYTIME remotely or by appointment

Email: Muswamba.mwamba@sfasu.edu

*Email is the preferred way of contact; responses are Mon-Fri within 24-48 hours.

Prerequisites: N/A

I. Course Description: This introductory course examines the multidimensional factors affecting health and provides knowledge to promote individual and community health.

Course Justification: This face-to-face course 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 knowledge of health topics, helping prepare students for upper-level courses within the Health Science degree plan. These activities average a minimum of 6 hours of work each week outside of classroom hours.

Course Delivery Modality: Online

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 assesses 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 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, and use of Technology:

- Behavior Change Project: This assignment is related to accountability and accreditation.
- Class Worksheets
- Class Demonstrations
- Discussions
- Exams
- Syllabus Agreement

Instructional Strategies: The instructor will use various instructional methods, such as traditional lectures, 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, etc.
IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Assignments/Assessments</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Worksheets/Questionnaires</td>
<td>150</td>
</tr>
<tr>
<td>Exams (2 @ 100 points each)</td>
<td>200</td>
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<tr>
<td>Behavior Change Project</td>
<td>90</td>
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<tr>
<td>- 15 points for the How Healthy Are You Worksheet</td>
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<td>- 25 points for Contract</td>
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<tr>
<td>- 50 points for PowerPoint evaluation</td>
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</table>

<table>
<thead>
<tr>
<th>Total Course Points</th>
<th>440</th>
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<tbody>
<tr>
<td>Letter Grade</td>
<td>Points Needed</td>
</tr>
<tr>
<td>A = 90%+</td>
<td>396 or above</td>
</tr>
<tr>
<td>B = 80-89.99%</td>
<td>352 – 395.999</td>
</tr>
<tr>
<td>C = 70-79.99%</td>
<td>308 - 351.999</td>
</tr>
<tr>
<td>D = 60-69.99%</td>
<td>264 – 307.999</td>
</tr>
<tr>
<td>F = Below 59.99%</td>
<td>263.999 or below</td>
</tr>
</tbody>
</table>

V. Tentative Course Outline/Calendar:

- See page 10 for a tentative course schedule.

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


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

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/assigments) 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 Misa. Although the instructor can 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

**Institutional Absences (HOP 04-110)**

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at [https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences](https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences).

**Code of Student Conduct and Academic Integrity (In addition, you may include your guidelines for academic integrity as appropriate).**

The Code of Student Conduct and Academic Integrity (HOP 04-106) 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. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

**Withheld Grades Semester Grades Policy (HOP policy 02-206)**

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/docs/hops/02-206.pdf.

**Students with Disabilities**

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/.
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.

Other important course-related policies:
***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)

IX: Resources

On-campus Resources:

- The Dean of Students Office (Rusk Building, 3rd floor lobby)
  - [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
  - 936.468.7249
  - dos@sfasu.edu

- SFASU Counseling Services •[www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
  - Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

- SFASU Human Services Counseling Clinic •[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
  - Human Services Room 202 • 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](http://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)
  - Crisis Text Line: Text HELLO to 741-741
XI. Other Relevant Course Information:

Due Dates: All assignments are due by the designated due date/time. Late work will not be accepted unless there is proper/relevant documentation. As a student, it is important to communicate with me if you cannot meet a deadline or complete an assignment. Communication before due dates can help facilitate discussions about potential extensions or accommodations.

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. You develop the skills necessary to deal with future clients and supervisors by training yourself to write correctly. Please use the following guidelines when e-mailing me and other professors.

Even telephone conversations start with “Hello” and end with “Goodbye.” Therefore, please formally salute when e-mailing professors, such as: “Dear Dr. Mwamba.”

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,” 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 your enrolled class, such as: “Dear…. I am a student enrolled in your ___ course.”
- Also, please include a brief description of your email's subject line in the email's subject line.
- Always re-read your emails and check for spelling and grammatical mistakes before sending them.
- When scheduling an appointment outside 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].”

XI. Additional Information

- Weekly reading assignments must be completed before class meetings to facilitate discussion.
- Look under “Course Content” in your D2L course for weekly lectures, assignments, and other information.
- Late assignment submissions will not be accepted. Submission dates are entered when you click the submit button, NOT when you access D2L. Don’t wait until the last minute to begin/submit your assignments!
See the next page for the tentative course schedule.
<table>
<thead>
<tr>
<th>Tentative Schedule</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1: June 3 – 9</strong></td>
<td></td>
</tr>
<tr>
<td>1. Review Syllabus</td>
<td>Syllabus Agreement</td>
</tr>
<tr>
<td>2. Read Teacher Bio</td>
<td>How Healthy Are You Worksheet</td>
</tr>
<tr>
<td>3. Explore D2L Page</td>
<td>Health Behavior Change Contract</td>
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<tr>
<td>4. What is health and wellness? Health Behavior Theory</td>
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<tr>
<td>5. Psychological Health</td>
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<tr>
<td><strong>Week 2: June 10 – 16</strong></td>
<td>Journal 1 (due on June 11)</td>
</tr>
<tr>
<td>1. Managing Stress and Coping</td>
<td>Meditation/Mental Health Worksheet</td>
</tr>
<tr>
<td>2. Improving Sleep Health</td>
<td>Journal 2 (due on June 13)</td>
</tr>
<tr>
<td>3. Healthy Relationships Communication</td>
<td>Journal 3 (due on June 15)</td>
</tr>
<tr>
<td><strong>Week 3: June 17 - 23</strong></td>
<td>Journal 4 (due on June 18)</td>
</tr>
<tr>
<td>1. Reproductive Choices &amp; Sexual Health</td>
<td>Bedside Worksheet</td>
</tr>
<tr>
<td>2. Mid-term Personal Health Study Guide</td>
<td>Journal 5 (due on June 20)</td>
</tr>
<tr>
<td>3. Improving Personal Fitness</td>
<td>Journal 6 (due on June 22)</td>
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<tr>
<td><strong>Midterm Exam</strong></td>
<td>Due on June 23</td>
</tr>
<tr>
<td><strong>Week 4: June 24 - 30</strong></td>
<td>Journal 7 (due on June 25)</td>
</tr>
<tr>
<td>1. Nutrition &amp; Weight Management</td>
<td>Weight of the Nation Worksheet</td>
</tr>
<tr>
<td>2. Reducing the Risk of Chronic Disease</td>
<td>Journal 8 (due on June 27)</td>
</tr>
<tr>
<td>3. Environmental Health</td>
<td>Family History Worksheet</td>
</tr>
<tr>
<td><strong>Week 5: July 1 - 5</strong></td>
<td>Journal 9 (due on June 29)</td>
</tr>
<tr>
<td>1. Making Smart Healthcare Choices</td>
<td>Trash Log</td>
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<tr>
<td>2. Preventing Injury</td>
<td></td>
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<tr>
<td>3. Preparing for Aging, Death &amp; Dying</td>
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<tr>
<td><strong>Final Exam</strong></td>
<td>Due Friday, July 5, by 11:59 pm</td>
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</table>

*All Assignments are due on Sunday by 11:59p*
### Appendix I – TEA Standards Alignment Chart

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<tbody>
<tr>
<td>Behavior Change Project - Students assess an area of their health that needs improvement, plan how to achieve the goal, implement it, and evaluate the results.</td>
<td>5a, 5b, 5c</td>
<td>1.3</td>
<td>3.15k</td>
<td>2.6c</td>
<td>6k, 6m</td>
</tr>
<tr>
<td>Class worksheets/participation - assignments vary on the weekly health topic but address mental health, physical activity, nutrition, cancer, alcohol, sexual health, communication, injuries, etc.</td>
<td></td>
<td>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</td>
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<tr>
<td>Exam #1 - Midterm - Content includes an overview of health, health behavior theory, psychological health, stress, sleep, relationships, communication, reproductive choices, and sexual health.</td>
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<tr>
<td>Exam #2 - Final - Content includes Fitness/physical health, nutrition/weight management, chronic disease, environmental health, health care, injury, and death/dying.</td>
<td></td>
<td>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</td>
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Links to additional standards can be found on the PCOE website.