WAYNE STATE UNIVERSITY
COLLEGE OF EDUCATION

Division: Kinesiology, Health and Sport Studies
Program Area: Health
Course #: HE 6350
Course Title: Health and the Nation’s Health
Section #: 28373
Term/Year: Winter 2014
Course Location: Room 048 Education
Day: Tuesday Time: 5:30 – 8:15
Instructor: Mariane Fahlman, Ph.D.
Office Address: 267 Matthaei
Office Hours: I’m in the office every day but often have meetings. Let me know when you want to meet and I’ll arrange it.
Office Phone: 577-5066
e-mail: M.fahlman@wayne.edu
Website: http://www.kinesiology.wayne.edu/Fahlman.html
Course Website http://blackboard.wayne.edu
Course Description: Survey of national health status: Factors aiding and deterring improvement. Analysis of current and future plans in technology, finance, legislation and ethics of health care. History, philosophy and role of health education.

Course Outcomes:

The course is divided into 3 sections. Each section has its own material and assessment. The three sections are:

1. Behaviors that cause disease
2. Diseases most responsible for death in the United States
3. Health Care issues and issues of aging
By the end of his course, the student will be able to:

1. describe the health care priorities of this country
2. define health and differentiate it from disease and illness
3. explain the methods commonly used to assess the health status of groups or individuals
4. describe the methods used to determine the death rates and list the pros and cons of each
5. describe the issues that impact health
6. describe the relationship between disease and sex as well as disease and race
7. describe the major reasons why people are living longer
8. list and discuss reasons for the difference in neonate mortality between poor and middle class people
9. list and discuss the categories of risk behaviors identified by the Centers for Disease Control and Prevention and their relationship to disease
10. list the leading causes of morbidity and mortality in the US and the describe why they are a major public health problem
11. discuss why smoking is a significant public health problem. How does smoking contribute to CHD? (describe the mechanisms) Identify evidence that advertising impacts the smoking rate.
12. describe the dietary habits linked to major causes of morbidity and mortality.
13. differentiate between measures of weight to assess health.
14. list, describe and identify a food based on the six nutrients and MyPlate. Know the percent of nutrients recommended each day as well as the number of servings from each food group on MyPlate.
15. describe practical tips for lowering salt and fat in the diet and ways to increase the intake of anti-oxidant vitamins.
16. list the recommended dietary guidelines for Americans.
17. list the components of fitness and apply the FITT formula to them.
18. describe the research regarding exercise and cancer; list the health benefits of exercise
19. describe the relationship between activity, fitness and mortality
20. evaluate their own eating and exercise habits and assess their risk for disease

21. identify the major causes and types of CHD (including the pathogenesis and consequences of atherosclerosis). Identify the risk factors. Describe how symptoms are different for the elderly? Describe the function of blood.

22. differentiate between TC, HDL and LDL and indicate appropriate levels for each – be able to describe the conflict regarding the use of statins

23. describe ways to improve blood lipid profiles (ie TC, HDL and LDL)

24. identify the major causes and types of respiratory diseases, S&S, treatment and prevention

25. explain the abuse of antibiotics, why their use is not a wise choice for URTI’s; and when aspirin is dangerous to children

26. identify the major causes and types of cancer, S&S, treatment, prevention and the role of exercise. List the top 3 cancer killers for both men and women. Describe the difference between benign and malignant tumors. List the most dangerous properties of malignant tumors.

27. identify the major causes and types of stroke, S&S, treatment and prevention. List the effects of a stroke in the brainstem; in the left hemisphere, in the right hemisphere

28. define “TIA” list the symptoms

29. identify the major causes and types of diabetes, S&S, risk factors, consequences treatment and prevention

30. describe what constitutes “metabolic syndrome” and what its implications for health are

31. identify their own risk for disease based on HRA’s and family history

32. describe the health status of the elderly including physical, social and psychological factors important for understanding and managing disease in the elderly population.

33. describe why the elderly are more susceptible to infection and why their symptoms are more serious and take longer to get over. Describe the concept “compression of morbidity. Describe proper exercise for functionally limited elderly and list the benefits of the various types of training.

34. identify the major causes and types of osteoporosis. List the S&S, risk factors, prevention, and progression of each disease. Describe the relationship between the drug industry and the disease osteopenia.

35. identify the issues surrounding ‘long term care’ in the elderly including need, cost,
36. identify the major causes, S&S, treatment, prevention of Alzheimer’s

37. identify the major problems with health care in the United States. Describe the programs in place to pay for elderly health care, (Medicare and Medicaid) including their pros and cons.

38. describe and evaluate the nation’s health care delivery system and compare and contrast it with Canada’s.

39. explain the current picture of the costs and financing of health care in the United States, especially the role of physicians, hospitals, insurance companies and lobbies.

40. describe the models that are in place to correct the problems of health care in the United States

41. identify factors to consider when evaluating and comparing health care systems

42. identify and discuss issues which will shape the future of the health care system

43. describe the severity of the uninsured population in the United States and the impact that has on the nation’s health.

44. describe ways that lobby groups impact health issues

45. identify ethical issues in health care and create sound arguments to support your position

46. demonstrate an understanding of when to use what data base for research purposes.

47. use the Internet for the purpose of health education

48. apply an understanding of the difference between research journals and other types of literature and access research journals on a selected topic.

Additionally, this course specifically addresses the following competencies for Advanced Level Health Educators:

**Competency 1.2: Access Existing Information and Data Related to Health:**

1.2:1 Identify sources of data related to health

1.2:3 Select valid sources of information about health

**Competency 1.4: Examine Relationships Among Behavioral, Environmental and Genetic Factors That Enhance or Compromise Health**

1.4:2 Analyze factors that influence health behaviors

1.4:3 Identify factors that enhance or compromise health

**Competency 7.1: Assess and Prioritize Health Information and Advocacy Needs**
7.1:1 Identify current and emerging issues that may influence health and health education
7.1:2 Access accurate resources related to identified issues
7.1:3 Analyze the impact of existing and proposed policies on health
7.1:4 Analyze factors that influence decision-makers

Required Text(s): No text required.

Additional References: Readings will be assigned and you will need to either download them or read them online. You must come to class prepared to discuss the readings that have been assigned.

Course Assignments (explained in detail in a separate handout):
Discussion Board Introductions: (15 points)
Ethics Assignment: (30 points)
Presentation Assignment (130 points)
Response to student presentations (25 points)
Behavior Change Project (125 points)
Health Risk Appraisal/Genetic Family Tree (100 points)
Annotated Bibliography (60 Points)
3 tests @ 100 points each (300)
Potential: - quiz each week if it becomes obvious that the class is not doing the required preparation

All assignments that are uploaded in BB are due by NOON.

Table of Assessments with Due Dates, Location and Points:

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<td>Annotated Bibliography</td>
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TOTAL POINTS POSSIBLE (this will change if I have to give weekly quizzes) **785**
Grading System:
Grades will be computed on the following scale according to the average earned:
95 - 100    A  90 - 94.99 A-
87 - 89.99 B+  83 - 86.99 B 80 - 82.99 B-
Grades below a B (including B-) are unacceptable in graduate work.
77 – 79.99 C+      73 – 76.99 C 72.99 and below - F

Class Policies:
You are adults. I trust your discretion with the use of electronic devices but if you distract me or interfere with the learning of other students, I will remind you of appropriate behavior.

Preparation:
Remember – there is no textbook for this class so I expect you to come to class prepared to discuss the readings that I assign. I recommend that you write out the answers to the questions I assign as part of that preparation. WARNING: If it becomes obvious to me that you are not doing the readings and preparing for class, each class will begin with a quiz. I do that with all my undergraduate class and I really don’t expect to do that with a graduate class, but I will if I have to. You may bring the answers to class. If I find I have to give a quiz, you may turn in your prepared answers.

Accommodations for students:  In accordance with university policy, if you have a documented disability and require accommodations to obtain equal access in this course, or are a student athlete and need accommodations, please contact the instructor at the beginning of the semester or when given an assignment for which an accommodation is required

Students with Disabilities:
If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-202-4216 (video phone). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

University Policies and Student Handbook:  As a student at Wayne State University, you are required to know the policies described in the Student Bulletin. My policies in this course are guided by the policies described in the student handbook. You may access the WSU Student Bulletin at:  http://www.bulletins.wayne.edu/ubk-output/index.html

Enrollment:  It is the student’s responsibility to ensure proper enrollment in classes. You are advised to review your official class schedule during the first 2 weeks of the semester. Should
you identify an error in your class schedule, you should correct it with the registrar. If registration errors are not corrected and you continue to attend and participate in classes for which you are not officially enrolled, you are advised now that you will not receive a grade at the end of the semester.

**Course Drops and Withdrawals:** In the first two weeks of the (full) term, students can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class can initiate a withdrawal request on Pipeline. You will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the 10th week and beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step. More information on this can be found at: [http://www.bulletins.wayne.edu/gbk-output/index.html](http://www.bulletins.wayne.edu/gbk-output/index.html)

Withdrawals can be requested at any point from the fifth week of class through the tenth week of classes (Saturday, March 22, 2014).

**Academic Dishonesty/Plagiarism**

Academic Dishonesty -- Plagiarism and Cheating (edited statement from the DOSO’s website): Academic misbehavior means any activity that tends to compromise the academic integrity of the institution or subvert the education process. All forms of academic misbehavior are prohibited at Wayne State University, as outlined in the Student Code of Conduct. Students who commit or assist in committing dishonest acts are subject to downgrading (to a failing grade for the test, paper, or other course-related activity in question, or for the entire course) and/or additional sanctions as described in the Student Code of Conduct.

- **Cheating:** Intentionally using or attempting to use, or intentionally providing or attempting to provide, unauthorized materials, information or assistance in any academic exercise. Examples include: (a) copying from another student’s test paper; (b) allowing another student to copy from a test paper; (c) using unauthorized material such as a "cheat sheet" during an exam.

- **Fabrication:** Intentional and unauthorized falsification of any information or citation. Examples include: (a) citation of information not taken from the source indicated; (b) listing sources in a bibliography not used in a research paper.

- **Plagiarism:** To take and use another’s words or ideas as one’s own. Examples include: (a) failure to use appropriate referencing when using the words or ideas of other persons; (b) altering the language, paraphrasing, omitting, rearranging, or forming new combinations of words in an attempt to make the thoughts of another appear as your own.

- **Other** forms of academic misbehavior include, but are not limited to: (a) unauthorized use of resources, or any attempt to limit another student’s access to educational resources, or any attempt to alter equipment so as to lead to an incorrect answer for subsequent users; (b) enlisting the assistance of a substitute in the taking of examinations; (c) violating course rules as defined in the course syllabus or other written information provided to the student; (d) selling, buying
or stealing all or part of an un-administered test or answers to the test; (e) changing or altering a grade on a test or other academic grade records.

**Religious Observance Policy:** Because of the extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, it is University policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances are expected to notify their instructors well in advance so that mutually agreeable alternatives may be worked out.

**Professionalism/Attendance:** It is my expectation that you will act, perform, and conduct yourself as a true professional. This includes the content and style of your in class communications, online communications and the nature of communication with me. As a future professional, I expect you to exhibit professionalism in all areas including honesty, integrity, industry, and reliability. *I view class attendance as an outward sign of how much you value your education and personal growth.* If you do not attend class faithfully, I will assume that you do not care about your development as a professional. True professionals in any field are prompt, reliable, and report to work when scheduled. Therefore, it is my expectation that you will be prompt, reliable, and faithful to attend class. If you must be absent from class, I expect the professional courtesy of a telephone call or email notifying me **in advance**. Your attendance and participation will be logged and recorded.

You are responsible for ALL work missed during your absence. Please write down the name and phone number of two classmates you can contact in case of your absence to get missed notes, handouts and/or assignments. I will not give private lectures for individuals who miss class. It is your responsibility to attend class and receive the information.

_______________________________  _______________________________

**Assignment Due Dates:**
Excellent students do not turn work in late; therefore, ASSIGNMENTS MAY NOT BE TURNED IN LATE WITHOUT SEVERE GRADE PENALTY. Blackboard assignments are due at NOON on their due date. Starting at 12:01 PM your grade will drop 20 percent every day (including weekends) until the assignment is turned in. After 5 days it will not be accepted at all, since the grade is an obvious 0. Assignments due in class are due on the specified date whether you attend class or not.

**Communication with instructor:** Communication between instructor and student is very important. If you are having problems in the course, with group work, or personally that may affect your participation or grade in the course, please see me as soon as possible. **DO NOT wait until the end of the semester or until you have missed classes or assignments to talk with me. I respond to emails very quickly. If you haven’t heard from me within 24 hours, assume I didn’t get it and send it again. Like you, I have more than one course so please identify in the subject line both yourself and the course you are in when you communicate with me.** E-mail is the best form of communication. I often go weeks without checking my voice mail so don’t leave a message.
**Blackboard:**
I use Blackboard and WSU E-mail for all communication with students. If you don’t read your WSU E-mail than you need to forward it to the address you do read as you are responsible for anything I send you. If you are unfamiliar with Blackboard, there is a tutorial for you to go through that will familiarize you with how it works. Understanding Blackboard is absolutely crucial for completing assignment.

**Grade Changes:** Follow your grades on Blackboard. If I have recorded your grade incorrectly, let me know as soon as possible.

**The “Do I honestly have to say this - really??????” Category:**
Cell phones and computers are to be used in class for official class business ONLY. Enough said.

**THERE WILL BE NO EXTRA CREDIT - NO EXCEPTIONS – DON’T EVEN ASK.**

**Student Photos, Collection of Student Assignments for Accreditation Purposes and Course Samples:**
WSU often advertises using current students. I may take pictures in this class and use them for publicizing the health program. If you do not want your picture taken, please notify me and I will avoid using yours. Assignments completed for this course may be used as evidence of candidate learning in national, regional and state accreditation reports of health programs. Some will be used as samples in future classes. Names and other identifying elements of all assignments will be removed before being included in any report or on a course site. Students who do not wish their work to be used for accreditation purposed or course samples must inform me in writing by the end of the semester. Your participation and cooperation in the review of our programs and in assisting future students is appreciated.

**TENTATIVE SCHEDULE:** Adjustments will be made during the semester as necessary.

**January 6**
Determinants of health (illness vs. disease); how we look at the health of a nation, measures of health and disease; course syllabus and assignments; POW’s for Health Majors  
**ASSIGNMENT:** Read and be prepared to discuss the lecture materials, syllabus and assignments. We will be going over them in class so print them if that’s helpful to you. Computers, iPads, iPhones and other electronic devices are all acceptable ways of following along with the lecture.

**January 13**
Behavioral Causes of Death – Smoking and Physical Activity/Explain Ethics Assignment and Behavior Change Project  
**ASSIGNMENT:** Discussion Board Due. Read and be prepared to discuss the lecture materials. Bring the Behavior Change Assignment Directions.

**January 20**
No class MLK DAY

**January 27**
Behavioral Causes of Death – Nutrition/Explain Group Project  
**ASSIGNMENT:** Read and be prepared to discuss the lecture materials; Ethics Assignments Due
February 3  Evaluation of Determinants of Health and Behavioral Causes of Death – in class test, take home test and Behavior Change Project part 1 due (see assignments for clarification)

February 10  Top Causes of Death in the US – CHD and Stroke
ASSIGNMENT: Read and be prepared to discuss the lecture materials; Weekly Behavior Change Journal 1 Due to Blackboard

February 17  No physical class – use the time to prep your projects
Weekly Behavior Change Journal 2 Due to Blackboard

February 24  Top Causes of Death in the US – Cancer and Respiratory Disease
ASSIGNMENT: Read and be prepared to discuss the lecture materials
Weekly Behavior Change Journal 3 Due to Blackboard

March 3  Student Presentation Group 1 Metabolic Syndrome
ASSIGNMENT: Download and scan their presentation. Do not print it.
Weekly Behavior Change Journal 4 Due to Blackboard

March 10  Spring Break

March 17  No physical class – use the time to prep your projects
Evaluation of Top Causes of Death – Take Home Due at Noon

March 24  Student Presentation Group 2 Unintentional Injuries
ASSIGNMENT: Download and scan their presentation. Do not print it.
Behavior Change Final Paper Due

March 31  The health concerns of the elderly, osteoporosis, elderly and CHD; Functionally limited elderly, compression of morbidity, Alzheimer’s.
ASSIGNMENT: Read and be prepared to discuss the lecture materials

April 7  Student Presentation Group 3 Long Term Care Issues/Aging Issues
ASSIGNMENT: Download and scan their presentation. Do not print it.
Health Risk Appraisal/Genetic Family Tree Assignment due

April 14  Health Care – What drives up the cost? And Student Presentation Group 4 Health Care Issues
ASSIGNMENT: Read and be prepared to discuss the lecture materials and their presentation.
April 21  
**ASSIGNMENT:** Student Presentation Group 5  *Dementia and Alzheimer’s*

**Download and scan the lecture materials and their presentation.**

**Annotated Bibliography Due**

April 28  
Exam 3 – take home due to Blackboard at noon.

Multiple choice portion given in class