WYANE STATE UNIVERSITY
COLLEGE OF EDUCATION

Division: Kinesiology, Health and Sport Studies
Program Area: Health Education

Course: HE 2310
Course Title: Dynamics of Personal Health
Section #: Section HE2310 003/004

Term/Year: Winter 2017
Course Location: Online
Time: Online
Instructor: Carla Nelson, M.S.

OFFICE Online
OFFICE HOURS: I can be contacted through email or cell phone.
OFFICE PHONE: 248-770-2485/ ae7460@wayne.edu

Course Description: Critical health issues relevant to college students today with application to school age children, personal and family needs. Major and Minor topics covered: Content areas in health education

Method of instruction: Online, discussion boards, videos, tutorials, and projects.

Course Outcomes:
Upon completion of the course, students will be able to:

1. Describe the basic structures, functions and interactions of human body systems, and how health behaviors impact them.
2. Demonstrate an understanding of the health education content areas as they apply to social, mental, emotional, physical, spiritual, intellectual, occupational, and environmental health. The content areas should include the prevention of injury and violence; alcohol, tobacco, and drug use prevention; chronic disease prevention; sexuality; nutrition; physical activity; emotional health; personal and consumer health; community and environmental health, and death and dying.
3. Identify personal behaviors that tend to promote or compromise health.
4. Develop and implement strategies to change a health behavior.
5. Demonstrate and model appropriate decision making processes relative to healthy life choices
6. Demonstrate the ability to access reliable resources for specific health needs.
7. Assemble educational material of value to the health of children, youth and families.
8. Evaluate the worth, applicability and source of resource materials for given audiences.
9. Demonstrate an understanding of research based methods used to impact student knowledge, skills and behavior that contribute to lifelong health.
10. Demonstrate knowledge of personal genetic history in relation to medical conditions.
Textbook: (REQUIRED)

Assignments and Evaluation:

(Description of assignments and rubrics can be found at the end of this syllabus and in the assignments section of blackboard)

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<th>Assignment</th>
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<tr>
<td>1</td>
<td>Syllabus Quiz</td>
<td>20 points</td>
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<td>2</td>
<td>Web Agreement</td>
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<td>3</td>
<td>Trading Card Introduction</td>
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<td>4</td>
<td>Health Self Assessments/Journal 20pts/each</td>
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<td>5</td>
<td>Discussion Board Posts 20pts/each</td>
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<td>6</td>
<td>Weekly Behavior Change Journal</td>
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<td>Food Log Project</td>
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<td>Surgeon General’s Report</td>
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<td>9</td>
<td>Quizzes 10pts/each</td>
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<td>10</td>
<td>Mid Term</td>
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<td>Final Exam</td>
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<td><strong>Total</strong></td>
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Grades will be computed on the following scale according to the average earned:

- 93 - 100    A
- 90 - 92.99 A-
- 88 - 89.99 B+
- 83 - 87.99 B
- 80 - 82.99 B-
- 78 - 79.99 C+
- 73 - 77.99 C
- 70 - 72.99 C-
- 68-69.99 D+
- 63-67.99 D
- 60-62.99 D-
- 59.99 and below E

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](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://reg.wayne.edu/pdf-policies/students.pdf](http://reg.wayne.edu/pdf-policies/students.pdf)

Withdrawals can be requested at any point from the fifth week of class through the tenth week of classes (Sunday March 26th, 2017).

**Academic Dishonesty/Plagiarism**

Academic Dishonesty -- Plagiarism and Cheating (edited statement from the DOSO’s web site):

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 ([http://www.doso.wayne.edu/student-conduct-services.html](http://www.doso.wayne.edu/student-conduct-services.html)). 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.

**Academic Dishonesty/Plagiarism**

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin.
Specific Academic Dishonesty/Plagiarism Policy for all Health Classes:

This policy pertains only to those instances where the instructor is reasonably certain that plagiarism has occurred. Instructors will discuss the policy and his/her specific referencing requirements for their class, however, it’s the students’ responsibility to understand and comply with this policy. Additional responsibilities of the student are contained in the paragraph above.

* All materials (tests, assignments, etc.) submitted to Blackboard will be submitted through Safe Assign and students will be able to view the report.

* Instructors will review the Safe Assign reports prior to grading the assignment.

* If an instructor determines that plagiarism has occurred, the assignment will not be graded and the following policies will be in effect.

  o 1st Offense – The student must re-do the assignment until the instructor deems it satisfactory. A grade of “F” will be given on that assignment and the final grade will drop 1 complete letter. This policy will be in effect even if the grade drop moves the student to a non-passing grade.

  o 2nd Offense – A grade of “F” will be assigned in the class.

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/participation 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/participate class.

Assignment Due Dates:  All assignments are due on their posted dates and deadline times. No excuses. NO LATE WORK WILL BE ACCEPTED!!
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. If you call my cell phone, please leave a message and include your name and course number in your message. Texting is the best option, even if you need to speak to me. I will read the text message sooner and respond as soon as I can.

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.

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

COLLECTION OF STUDENT ASSIGNMENTS FOR ACCREDITATION PURPOSES AND COURSE SAMPLES:
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 purposes 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 may be made during the semester as necessary)

Please note: Assigned readings are to be read BEFORE the class period for which they are identified. Class discussion boards, journals, and quizzes will revolve around these readings. It is expected that you be prepared for what is planned; and be flexible if changes to the schedule are required.

Assignment 1: Syllabus Quiz & Web Agreement 120 points
There is a quiz at the end of this syllabus. Answer the questions on Blackboard. The quiz is due BEFORE you can access the rest of the course content on Blackboard. The syllabus is your roadmap to the class. It tells you the instructor’s expectations, when assignments are due, what the assignments involve, the grade you will get for your performance...basically it tells you how to succeed. I place such an importance on you being familiar with the syllabus that I created this assignment to give you credit for reading it thoroughly and being able to reference back to it when you have questions.

Assignment 2: Trading Card Introduction 20 points
You will log on to the site listed below. Create a trading card including information about yourself. Consider
this activity as an introduction of yourself to the rest of your classmates. You will have to save your completed trading card as a pdf document and upload it into the designated area on Blackboard.

The Trading card website is: http://www.readwritethink.org/files/resources/interactives/trading_cards_2/

Click on “create your own” option. Create a card all about YOU. I have my trading card on the discussion board if you need inspiration or ideas getting started.

**Assignment 3. Health Assessments and Journals: 100 points**

Each Seminar you will be asked to participate and complete a health assessment. There will be 5 health assessments and journals over the HE2310 Winter semester. Each health assessment will relate to the content covered in the current week. You are expected to complete the health assessment and self reflect upon the results. Then you will type a one page (250-300 word) journal response. Your journal response should include your feelings regarding the assessment, your results, application of your results to the content covered in this course, how this assessment could be used in the healthcare/wellness/educational setting, and any other personal reflection you wish to include.

**Assignment 4. Discussion Board Posts: 240 points**

Discussion Board Forums will become available Sunday night. Your response is due on Wednesdays by noon 12:00pm. Your 3 responses to your classmates is due by noon 12:00 pm on Saturdays.

Completing discussion board posts gives you the opportunity to see how others in the class think and provides you with a brief experience in how online classes work. The readings listed for each week should be completed before the discussion board posts are made, ensuring your comments are driven by knowledge and thought. You are expected to make substantial comments in the discussion board. Full participation points are earned by making substantial comments to: A) the questions I post in the discussion board and B) or responses made by classmates to the questions I post. You are required to submit your personal response to the discussion board weekly. You are also required to respond to three of your classmate responses weekly, for a total of 4 submissions a week (5pts/each). **Substantial means several sentences that express your thoughts or experiences related to the subject matter, incorporate new learning from a source that you cite, are grammatically correct and contain no misspelled words.** Submitting one substantial response to my question and one substantial response to a peer will earn you full credit for the week.

Think of participation as normal conversation/discussion you have with other people. You interact going back and forth offering thoughts, opinions, etc., allowing everyone to contribute. The same holds true for discussion here, it is just not face to face. Advancing the discussion involves taking an interest in the topic (someone’s response) by asking questions, reinforcing their opinion by offering a real life example or text reference, offering an alternate viewpoint (remember not everyone agrees). Use the forum as a place to learn versus rehashing the same thing note after note. Take advantage of an opportunity to learn more about the concepts.

Learning does not occur passively. Rather it requires you to work and interact with the learning materials and participate in the activities. To gain the full benefits you need to be actively involved in the learning process. **NOTE: Grammar and Spelling Count – no “text talk.”**
Sample of a 5 point response to my question: List two excuses you've used to avoid physical activity and then list strategies to counter attack. This 5 point response incorporates new learning is well written and it includes a personal opinion: Two excuses that I usually use to avoid physical activity are lack of time and lack of energy. Given that I work more than one job, attend school full time, and have a 2 year old, the likelihood that I’ll have the time to set aside every day to exercise is slim. However, this is not the only issue, by the time I do get home at the end of the day, I am usually exhausted and would prefer to relax on the couch rather than do any strenuous activity. The book lists some important strategies that may help me in counterattacking these excuses, and allowing behavioral changes. According to Payne, Hahn, & Lucas (2011), “Schedule activity for times in the day or week when you feel energetic, and remind yourself that physical activity will increase your energy level.” (p.101). Before reading the chapter, I had no idea that physical activity increases your energy level. I also learned that I could try to incorporate physical activity that only requires minimal time to ensure I am getting the exercise I need even with a busy schedule. Reference: Payne, W.A., Hahn, D.B., & Lucas E.B. (2011). Understanding Your Health, 11th Edition. McGraw-Hill, Boston.

Sample of a 1 point response to my question: List two excuses you've used to avoid physical activity and then list strategies to counter attack. This student’s answer goes way off track, has spelling errors and doesn’t incorporate new learning. S/he received 1 point simply for trying. Zeroes are reserved for students who turn in nothing.

My excuse is that I feel I will never make it to the level I once achieved before my auto accident in my strength and endurance, so I give up. When I study I am always on such strong medication so it takes me too long to get my studies done and never see progress.

Maybe I use my disability as a crutch but when I am in pain I talk a lot of medication which makes me severely tired and I have to lay down and get some rest. I do get up very early in the morning because of my therapy. I go to the gym at 4am to work on my balance which has been a problem for me. I know I need to do this for me so I can do my studyies. I am an older student and that takes a toll on me because it is hard to keep up with the younger crowd.

I have returned to school and take my studies very seriously, but every time I start school something seems to happen with my medical that causes me problems. I just desperately want to get my surgeries and put this behind me, so that I can focus on things that are important in my life. I guess the problem with me is I never want to throw in the towel. I am not a quitter and have have been. I struggle and get behind and try to work harder at whatever I need to do.

Assignment 5. Food Log Project: 50 points

Directions: Go to: https://www.supertracker.usda.gov/. Click on “Track Food and Activity”. You will use the Food Tracker and Physical Activity Tracker to track your food and activity for a 24 hour period. Try to make the day you choose a “typical” type of day, don’t try to eat better than you normally do! At the top right of the page there is a button "Create Profile". Filling out your profile information will make this activity more beneficial and personalized for you.

Once you have completed the 24 hour journals, you need to be able to provide a copy to me so I can see them. The best way students have figures out how to do this is to print the page and then scan it to their computer, save it as a pdf and upload it to blackboard (a screen shot works just as well).

Then write a paper summarizing the results from the assignment and what you learned about your levels of activity and eating habits. What are you already doing well? What areas do you need to improve on? What can you do to improve in those areas? Be specific. How are your protein levels, fiber intake, fat, sodium, sugar...For the activity portion, how close was this day to what you typically get? Are you meeting the recommendations
that the website provided? How could you incorporate more activity into your day or increase the intensity? The paper should be in paragraph form and include the knowledge you have learned from readings in the book as well as what you learned on www.choosemyplate.gov. The paper should be 1-2 pages in length. Let me know if you have any specific questions. Don't wait to the last minute to put this together in case you come across any issues with the website that you need help with.

**Assignment 6. Weekly Behavior Change Journals: 104 Points** *(8 points for each entry). 2 entries per week. Starts Jan 27th to April 21st.)*

**Monitoring Your Target Behavior (Journal)**

This is the activity that you will learn the most from. For this activity you will need to journal your progress of modifying your target behavior 2 times each week over a 12 week period. This means you will have 24 entries over the 12 week period of 1/27-4/21. No journal entries the last week to prepare for Final exam and complete research project. This should be typed and filled out as you go along in the week, not on the due date. You will turn your weekly journal in each week by uploading them to the appropriate assignment under the Assignments tab in Blackboard. Make sure you note the due dates for each week’s journal in Blackboard. The journal entries be in a table format and an ongoing document that you update with your entries and resubmit each week. I have included a few samples from a journal for you to reference what the expectation is for the length/substance of the journal. You can also use this format if you would like to. These entries are related to increasing physical activity. **NOTE: I want to see STRATEGIES!** The most common reason to lose points on this assignment (other than poor grammar) is that people simply tell me what they did (their behavior for the week) without telling what strategies made them successful or what strategies they will use to overcome failure.

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<th>Entry 1</th>
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| **October 1 - 7** | Saturday: I was good about getting my three days of activity in, but I didn’t increase it to the five days that my goal was set at. What I learned this week:  
I’m thinking about getting physical activity throughout the day.  
A strategy I will try this week:  
I’ll work it in to “easy” spots, like when I’m waiting or when I have to walk to class anyway.  
I’m not good about scheduling the intentional physical activity time like the treadmill. Starting zumba class next week should help with this. | Tuesday: My strategy of working it into easy spots worked. I decided to take a walk while I was waiting for my oil change. This took away the “not enough time” excuse since I worked it into time that would have been spent in the waiting area. It was really cold, so it didn’t count towards finding something fun. |
| **October 8 - 14** | Thursday: This week I’ve used a new strategy: I’ve made it a routine to park in the same area on campus, which gives me a 25-30 minute moderate paced walk on Monday and Wednesday nights. It’s usually nice and sunny on the way to class but by the time class is over its dark and cold. However, since the car hasn’t moved it forces me to get the second half of my activity! |  |
In order to be successful in modifying a behavior we need to understand the where, when and how associated with the behavior. This activity requires you to develop a record or log of your behavior. The best way to track a behavior is to answer the following questions:

- What is the target behavior?
- When and how much time it takes to do the behavior?
- Where does it happen?
- What else are you doing at the time that you are doing the behavior?
- Was anyone else with you and did they influence you to do the behavior?
- What are your thoughts and feelings about your target behavior?
- What do you like about it and what do you dislike about it? (eg. When I finished I felt sore. When I finished I felt good about myself. I felt like I had accomplished something. I felt better about myself, it was too hot today and that affected my outcome.)
- How strong is your urge to do the behavior?
- My intermediate goal for this week is:
- I have succeeded in working toward my goal by:
- Barriers or things that have made reaching my goal difficult:
- Which strategies have you used this week?
- Were the strategies helpful or unhelpful this week? Why or why not?
- What strategies are you considering trying?
- Do I need to change my goal(s)? If yes, what is your revised goal(s)?
- What have you realized about yourself?
- What were your emotions/feelings (sore, more energy, tired, slept better, etc.)

You **DO NOT** have to answer all these questions but you should think about which ones will help you change your behavior. You could answer different ones each week or the same ones each week, but these are the types of things that you should be logging in your journal. Please answer the above questions about your target (new) behavior NOT the old/current behavior.

**Assignment 7. Surgeon General Report:** **50 points.** Due By Midnight Saturday December 10th.
Imagine that you are the Surgeon General of the United States who formulates national health policy. (A former Surgeon General, C. Everett Koop, formulated the crusade against tobacco smoking a generation ago). Describe what you believe is the primary health problem in the United States today. Justify your choice with as many facts as you can find (your textbook is one good source). Describe the steps you believe should be taken by government, private companies, organizations and individuals to eradicate this problem. This should be approximately two pages in length and have an introduction and conclusion. If you reference a source within your report, you must include your source in a Works Cited page at the end of your report. All references should follow APA format. To avoid duplicate topics, I will provide a sign up sheet for each of you to claim a topic of interest. Once a topic is claimed, no other student can choose that topic for their report. Sign up for this assignment will be available during Seminar B.

**Assignments, Projects, Discussion Boards, Journals, and Quizzes**
All of the assignment deadlines and due dates will be posted on each Seminar homepage. Below, is a list of important dates. Please mark your calendars.

Syllabus Quiz: Is available to take Jan 4th and will remain available to submit through Seminar A
Web Agreement Is available to take Jan 4th and will remain available to submit through Seminar A
Trading Card Activity: Due (uploaded to discussion board) by Jan 13th
Discussion Boards: Start the week of Jan 16th
Behavior Journals: Start the week of Jan 23rd
Health Assessments: There will be one health assessment due toward the end of each Seminar. The due dates will be posted in each seminar homepage.
Quizzes: There will be a (10pt) quiz at the end of each Seminar. Seminar A quiz will be available the first week of Seminar B (and so on). Dates will be posted on Seminar homepage.
Food Log Project: Due Feb 10th
Mid Term: Feb 27th
Surgeon General Report: April 22nd
Final Exam: April 26th-28th

YOU MUST NOW COMPLETE THE SYLLABUS QUIZ ON BLACKBOARD TO HAVE COMPLETE ACCESS TO THIS COURSE ONLINE!!!