STATED 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 #: 28556

Term/Year: Winter 2016

Course Location: Room 226 Mano

Day: Tuesday Time: 5:30 – 8:00

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.

Cell Phone: 313 377-0656
e-mail: M.fahlman@wayne.edu

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, options and relevant issues
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
1.4:3 Analyze 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):**
Trading Card Assignment and Response: (25 points)
Picture to Blackboard (5 points)
Ethics Assignment: (30 points)
Presentation Assignment (120 points)
Response to student presentations (30 points)
Behavior Change Project (125 points)
Health Risk Appraisal/Genetic Family Tree (50 points)
Annotated Bibliography (40 Points)
3 tests @ 50points each (150)

**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.
The there are 3 exams worth 50 points each

**Table of Assessments with Due Dates, Location and Points:**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Where it goes</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trading Card Assignment</td>
<td>BB</td>
<td>January 17</td>
<td>15</td>
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<tr>
<td>Picture to Blackboard</td>
<td>BB</td>
<td>January 17</td>
<td>5</td>
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<tr>
<td>Trading Card Response</td>
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<tr>
<td>Ethics Assignment</td>
<td>BB</td>
<td>January 24</td>
<td>30</td>
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<tr>
<td>Test 1</td>
<td>BB</td>
<td>January 31</td>
<td>50</td>
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<tr>
<td>Behavior Change Project Part 1</td>
<td>BB</td>
<td>January 31</td>
<td>45</td>
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<tr>
<td>Weekly Behavior Change Journal 1</td>
<td>BB</td>
<td>February 7</td>
<td>14</td>
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<tr>
<td>Weekly Behavior Change Journal 2</td>
<td>BB</td>
<td>February 14</td>
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<td>Weekly Behavior Change Journal 3</td>
<td>BB</td>
<td>February 21</td>
<td>14</td>
</tr>
<tr>
<td>Presentations 1-6 /class responds</td>
<td>Class</td>
<td>February 21</td>
<td>120/6</td>
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<tr>
<td>Weekly Behavior Change Journal 4</td>
<td>BB</td>
<td>February 28</td>
<td>14</td>
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<tr>
<td>Presentations 7-12 /class responds</td>
<td>Class</td>
<td>February 28</td>
<td>120/6</td>
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<tr>
<td>Test 2</td>
<td>BB</td>
<td>March 7</td>
<td>50</td>
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<tr>
<td>Presentations 13-18 /class responds</td>
<td>Class</td>
<td>March 7</td>
<td>120/6</td>
</tr>
<tr>
<td>Behavior Change Final Paper Due</td>
<td>BB</td>
<td>March 21</td>
<td>24</td>
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<tr>
<td>Presentations 19-24 /class responds</td>
<td>Class</td>
<td>March 21</td>
<td>120/6</td>
</tr>
<tr>
<td>Health Risk Appraisal/Genetic Family Tree</td>
<td>BB</td>
<td>April 4</td>
<td>50</td>
</tr>
<tr>
<td>Presentations 25-30 /class responds</td>
<td>Class</td>
<td>April 4</td>
<td>120/6</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>BB</td>
<td>April 18</td>
<td>40</td>
</tr>
<tr>
<td>Test 3</td>
<td>BB</td>
<td>April 25</td>
<td>50</td>
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**TOTAL POINTS POSSIBLE (this will change if I have to give weekly quizzes)** 570
Grading System:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A (Excellent)</td>
<td>100-95.0</td>
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<tr>
<td>A-</td>
<td>94.9-90.0</td>
</tr>
<tr>
<td>B+</td>
<td>89.9 – 87.0</td>
</tr>
<tr>
<td>B (Good)</td>
<td>86.9 – 83.0</td>
</tr>
<tr>
<td>B- (Below graduate standards)</td>
<td>82.9 – 80.0</td>
</tr>
<tr>
<td>C+</td>
<td>79.9 – 77.0</td>
</tr>
<tr>
<td>C</td>
<td>76.9 – 73.0</td>
</tr>
<tr>
<td>F</td>
<td>72.9 and below</td>
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</tbody>
</table>

Grades below a B (including B-) are unacceptable in graduate work.

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.

Q & A:
If you have questions about the class – where do I post something? How do I do something? Etc., post them to the Discussion Board: Q & A. Feel free to answer someone’s question if you know the answer. I have set this Discussion Board up so that you can subscribe to it. I recommend you do that. That way, whenever someone posts, it will be E-mailed to you. If you have questions specific to me, send me an E-mail: m.fahlman@wayne.edu

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.

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 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. 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 reading materials and completing assignments. If you are having difficulty completing an assignment on time, I expect an email notifying me in advance.
Assignment Due Dates:
Excellent students do not turn work in late; therefore, ASSIGNMENTS MAY NOT BE TURNED IN LATE WITHOUT SEVERE GRADE PENALTY.
https://www.youtube.com/watch?v=N3gsQSEgFPM&feature=youtu.be

Communication with instructor: Communication between instructor and student is very important. If you are having problems in the course 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 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 on my office phone. I have provided you with my cell phone number. Feel free to call my cell and don’t worry about disturbing me. I only answer it when I am available. If you get my voicemail, leave a message and I’ll call you back.

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. Directions for forwarding your E-mail can be found at:

http://www.is.wayne.edu/DRBOWEN/OnlineLife/ForwardingIfActivated.htm

If you are unfamiliar with Blackboard, there is a tutorial for you to go through that will familiarize you with how it works.

http://computing.wayne.edu/blackboard/index.php

Understanding Blackboard is absolutely crucial for completing classes. There are few things in life I can guarantee but one thing I can tell you from experience. BLACKBOARD GOES DOWN EVERY SEMESTER! The fact that an assignment has a due date, doesn’t mean you have to wait until that date to submit it. Early submissions are always welcome. If you wait until the last minute to upload your assignment and Blackboard goes down, you WILL get a late penalty. If it is truly a BlackBoard problem, call the WSU HelpDesk immediately (313) 577-4778) and report the problem. They will give you a Ticket Number. Record this number and send it to me. I will verify with them that it was a Blackboard problem. If you do not do this, late penalties will be in effect. Do not wait until the minute something is due to turn it in – plan ahead!

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

**Academic Dishonesty/Plagiarism**
The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct in the Graduate Bulletin) 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 (http://bulletins.wayne.edu/ubk-output/index.html) and Graduate Catalog (http://bulletins.wayne.edu/gbk-output/index.html) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

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

**Enrollment/ Withdrawal Policy**
Beginning in Fall 2011, students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term. Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

WP will be awarded if the student is passing the course (based on work due to date) at the time
the withdrawal is requested
WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved.

Beginning in Fall 2011, the last day to withdraw will be at the end of the 10th full week of classes. This semester, that date is March 26, 2016. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

**Attention 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.

**Religious Observance Policy:**
Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

**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 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 10  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: Download and scan 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 17  Behavioral Causes of Death – Smoking and Physical Activity/Explain Ethics Assignment and Behavior Change Project  
ASSIGNMENT: Trading Card Assignment and picture uploaded to Blackboard Due. Read and be prepared to discuss the lecture materials. Bring the Behavior Change Assignment Directions

January 24  Behavioral Causes of Death – Nutrition Part 1  
ASSIGNMENT: Read and be prepared to discuss the lecture materials; Trading Card Response and Ethics Assignments Due

January 31  Behavioral Causes of Death – Nutrition Part 2  
Evaluation of Determinants of Health and Behavioral Causes of Death – Test 1 and Behavior Change Project part 1 due (see assignments for clarification)

February 7  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 14  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 2 Due to Blackboard

February 21  Student Presentations 1-6  
ASSIGNMENT: Download and scan their presentation. Do not print it.  
Weekly Behavior Change Journal 3 Due to Blackboard

February 28  Student Presentations 7-12  
ASSIGNMENT: Download and scan their presentation. Do not print it.  
Weekly Behavior Change Journal 4 Due to Blackboard

March 7  Student Presentations 13-18  
ASSIGNMENT: Download and scan their presentation. Do not print it.  
Evaluation of Top Causes of Death – Test 2 Due at Noon

March 14  Spring Break

March 21  Student Presentation Group 19 - 24  
ASSIGNMENT: Download and scan their presentation. Do not print it.  
Behavior Change Final Paper Due
March 28  The health concerns of the elderly, osteoporosis, elderly and CHD; Functionally limited elderly, compression of morbidity. Long Term Care Issues/Aging Issues
ASSIGNMENT: Read and be prepared to discuss the lecture materials

April 4  Student Presentation 25 – 30
ASSIGNMENT: Download and scan their presentation. Do not print it. Health Risk Appraisal/Genetic Family Tree Assignment due

April 11  Dementia and Alzheimer’s; Health Care – What drives up the cost? Health Care Issues
ASSIGNMENT: Read and be prepared to discuss the lecture materials and their presentation.

April 18  Anything left undone
ASSIGNMENT: Download and scan the lecture materials and their presentation. Annotated Bibliography Due

April 25  Study Day – no class Test 3 due to Blackboard at noon.

Presentation Schedule:

5:30 – 5:35 – Announcements, etc

1. 5:35 – 5:55
2. 5:58 – 6:18
3. 6:21 – 6:41
BREAK – 6:41 – 6:51
4. 6:51 – 7:11
5. 7:14 – 7:34
6. 7:37 – 7:57