**Course Title: Personal Health and Wellness**

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| --- | --- | --- | --- | --- | --- |
| **Course** |  | **Course** |  | **Section** |  |
| **Prefix:** | **HLTH** | **No.:** | **2003** | **No.: P02** |  |

**Department of** Health and Human

Performance

**College of Education**

**Instructor Name: *Ms. Loren Bryant, MS***

**Office Location:** Moore Intramural Gym (New Gym), Room # 112

**Office Phone:** *(936) 261-3904*

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**Email Address:** [*lgbryant@pvamu.edu*](mailto:lgbryant@pvamu.edu)

**U.S. Postal Service**

**Address:**

Prairie View A&M University

P.O. Box 519

Mail Stop #2415

Prairie View, TX 77446

**Office Hours: Course Location:**

Mondays, Wednesdays, and Fridays 12:00-5:00 p.m.

Delco Room, 243

**Class Meeting Days & Times:**

MWF 9:00 a.m.-9:50 a.m.

**Catalog**

**Description:**

Study of the personal health concepts with emphasis on the body system,

emotional health, drug use and abuse, disease, nutrition, and family community health. Theory and

practice in developing, implementing and evaluating philosophies of wellness programs.

**Prerequisites: N/A**

**Text:** Consumer Health. A Guide to Intelligent Decisions. Barrett, London, Baratz, & Kroger.

8th Edition. McGraw Hill Companies, New York, N.Y. ***(Required) ISBN 978-0-07-297223-8***

Spencer Johnson, M.D. *“The Present, The Gift for Changing Times”*

***iREAD Dialogue Book (QEP) assignment text. ISBN: 978-0-307-71954-6***

**Access to Learning**

**Resources:**

PVAMU Library:

phone: (936) 261-1500;

web: <http://www.pvamu.edu/pages/3585.asp>

University Bookstore:

phone: (936) 261-1990;

web: <https://www.bkstr.com/Home/10001-10734-1?demoKey=d>

University Writing Center phone: (936)261-700;

web: [www.acad.pvamu.edu/content/langcomm/writing\_ctr.html](http://www.acad.pvamu.edu/content/langcomm/writing_ctr.html)

**Course Goals or Overview:**

**Course Goals or Overview:** This course is designed to provide an introduction on how consumer

health operates within the economic aspects of health and the social and psychological factors that

influence consumer choices. It is designed to make the individual an informed and intelligent

consumer.

1. Prepare student to become problem solvers, critical thinkers, and decision makers.

2. Prepare student to understand and appreciate human diversity and global awareness.

3. Prepare student to be reflective and continual learners.

4. Prepare student to the demonstrate and exhibit growth and development.

**Accrediting Body/ Course Objectives:**

At the end of this course, the student will understand…

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| --- | --- | --- |
|  | Core Curriculum Objectives | Objectives |
| 1. Understand and demonstrate personal health and wellness through the seven dimensions of wellness. 2. Understand the importance of specifying audience and purpose and select appropriate personal health and wellness choices. 3. Communicate their health needs, as well as those of their family and/or community, as it relates to obtaining products and services and reporting about consumer issues. | Communication | Access the characteristics of an emotionally healthy individual. |
| 4. Students will participate effectively in  groups with emphasis on health awareness, listening, critical and  reflective thinking, and responding.  5. Students will make intelligent decisions about a variety of practices, procedures and products related to personal health and wellness. | Teamwork | Determine dynamics contributing to the development of heart disease, cancer, and sexually transmitted diseases. |
| 6. Students will understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.  7. Students will discuss and analyze a variety of health solutions based upon valid and reliable information. | Critical Thinking | Identify the major concepts associated in making healthful decisions regarding nutrition, weight control, physical fitness, consumer health issues, environmental health, healthy aging and managing stress. |
| 8. Students will develop the ability to research and write a documented paper that follows conventions of academic honesty. | Personal Responsibility  Communication | Identify the essential factors involved in developing one’s optimal physical, mental, emotional, social and spiritual well-being.  Peer-reviewed articles critique will focus on the analysis of scientific articles with emphasis on whether or not the author supported his main points with reasonable and applicable arguments based on facts. Students will converse their impressions of the articles, while providing ample evidence to back up their impressions. |

**Course Performance Standards, Knowledge, and Skills:**

**Measurement code:**

T = Test

JAC = Journal Article Critique

CS = Case studies

TA = Teaching Assignment (Peer PowerPoint)

C = Cooperative Learning (Discussions, participation, peer review, iREAD)

**Course Evaluation Methods**

**This course will utilize the following instruments to determine teacher education candidate grades and proficiency of the learning outcomes for the course.**

**Class Participation -** Daily attendance and participation in class discussions.

**Exams** -Students will demonstrate knowledge of personal responsibility, critical thinking, and written communication skills by examining a holistic approach to health and wellness. Critical thinking and communication skills will be demonstrated by students’ performance on the online examinations that will be assessed using a modified common LEAP rubric. Below are some questions that students will be asked on their examinations. What are the seven dimensions of wellness? What are some common stressors? What factors can cause someone to become an alcoholic? What role does the environment play in preventing major chronic illness such as respiratory diseases and cancers? Why it is important to maintain a healthy lifestyle? What are the four health-related components of fitness to develop a scientifically sound individualized program of exercise? What are the principles required to positively modify an individual personal lifestyle?

**Exercises** – Communication skills, teamwork, critical thinking and personal responsibility will be demonstrated by students’ performance on their articles critique, iRead paper, case studies, peer group PowerPoint and class discussions. The exercises will be assessed using modified common LEAP rubrics.

**Projects** – Web development assignments designed to measure ability to apply presented course material.

**Teaching/Learning Activities:**

1. Articles Review

2. Micro Teaching

3. Class Discussion

4. PowerPoint Presentation(s)

5. Directed readings and other class assignments to accomplish the stated objectives.

**Evaluation Methods:**

|  |  |  |
| --- | --- | --- |
| 1. | PowerPoint Presentation (s) (10 points each X 1) | 10 points |
| 2. | Class Discussions (3 points each X 5) | 15 points |
| 3. | Articles Review (10 points each X 4) | 40 points |
| 4. | iREAD (15 points each X 1) | 15 points |
| 5. | Tests (10 points each X 2) | 20 points |

**TOTAL 1**00 points

|  |  |
| --- | --- |
| Evaluation/Grading  PowerPoint 10%  Discussions 15%  Article Review 40%  iREAD 15%  Tests 20%  100% |  |

**Grade Scoring Range Grading Scale**

A 100-90% 100-90 points

B 89-80% 89-80 points

C 79-70% 79-70 points

D 69-60% 69-60 points

F 59-0% 59>

**University Grading System**

A 100 – 90 I Incomplete\*\*

B 89 - 80 W Withdrawal from a course

C 79 – 70 W Withdrawal from the University voluntarily

D 69 - 60 MW Military withdrawal

F 59 and below

*\*\*Incomplete grades are only issued in extraordinary circumstances that are beyond a teacher education candidate’s control.*

**Class Assignments**

**Class Assignments:**

**Journal Article Critiques 10 points**

Students will research published articles related to class objectives. Students will submit four (4) article critiques for this course. The articles selected could be on any topics related to consumer health from a scholarly journal. The article critiques should not exceed two pages and must be presented in APA format. The article must be submitted in eCourses Turned prior to submitting the final document in the eCourse’ assignment portal.

**Peer Group Power Point 10 points**

Students will submit a group PowerPoint presentation related to the provided topics

of consumer health that the group researched. The PowerPoint presentation should consist

of 10-15 slides detailing the researched topic and a lesson plan. The students will be graded on the following: knowledge of subject area, appearance (personal and presentations), cohesion and uniqueness. This assignment will be submitted in a PowerPoint document to eCourses.

**iREAD Dialogue Book “**The Present, The Gift for Changing Times” by Spencer Johnson, M.D.

ISBN: 978-0-307-71954-6

The purpose of this assignment is to allow students to reflect, explore, and dialogue with the university instructor concerning topics and issues discussed in class or as these issues relate to the experiences of the student. A two to three page typed reflection paper with a complete APA citation of the book is required.

**Tests 10 points X 2**

Two (2) objective tests will assess students’ understanding of course material. These tests will be administered online.

**Case Study: 25 points X 3**

Students will complete three case study assignments. Each case study will examine a

Different component of health and wellness. The first case study the students will develop a family

tree and look for any health issues within their family. The second case study students will

develop a one month exercise routine and determine their body weight, target heart rate,

and blood pressure using nutri-mirror as a tool. The third case study, students will summarize the

movie, **Super-Size Me.**

**Discussion 3 points X 5**

In the "Discussion" areas of the course, the student can interact with the instructor and classmates to explore questions and comments related to the content of this course.

Students are encouraged to participate in the discussion areas to enhance the learning experience throughout each week.

The discussions will be graded for:

**1. Frequency**—Number of your discussion comments, and

**2. Quality**—Content of your contributions

**3. Frequency**—Number of your contributions

Students are expected to log into the course and post (respond) in the discussion topics a

**minimum of three posts per discussion.**

**Quality**—Content of your contributions. Examples of quality posts include:

§ providing additional information to the discussion;

§ elaborating on previous comments from others;

§ presenting explanations of concepts or methods to help fellow students;

§ presenting reasons for or against a topic in a persuasive fashion;

§ sharing your own personal experiences that relate to the topic

|  |
| --- |
| Quality Measurement |
| Target |
| Your contributions to each Topic indicate your mastery of the materials assigned. Your responses might integrate multiple views and/or show value as a seed for reflection for other participants' responses to the thread. You provide evidence that you are reading the assigned materials and other teacher educator candidate postings and are responding accordingly, bringing out interesting interpretations. You know the facts and are able to analyze them and handle conceptual ideas. |
| Acceptable |
| You have meaningful interaction with other participants' postings. Posts that state I agree or I disagree include an explanation of what is disagreed or agreed upon and why, or introduce an argument that adds to the discussion. However, you may have rambling, lengthy posts that show no sign of having been re-read and refined before posting, and your writing suffers lack of clarity and comprehension. |
| Unacceptable |
| You will receive little credit in the week's discussion by just showing up and making trivial comments, without adding any new thought to the discussion. At the low end of the spectrum, no participation gets a "0." If you are not in the discussion, you do not earn any points. |

Full credit is awarded when both high quality and required frequency is met.

**Professional Organizations and Journals**

**Professional Organizations**

1. PAHPERD: Panther Association for Health, Physical Education, Recreation and Dance

2. TAHPERD: Texas Association for Health, Physical Education, Recreation and Dance

3. AAHPERD: American Alliance for Health, Physical Education, Recreation and Dance

4. KAPPA DELTA PI: International Honor Society in Education

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References to Periodicals:

American Journal for Health Education

American Journal of Public Health

Journal of Adolescent Health

Journal of American College Health

Journal of the American Medical Association

Journal of Communication

Journal of Consulting and Clinical Psychology

Journal of Alcohol and Drugs

APA (2007). The Publication Manual of the American Psychological Association, 6th Edition.

**Course Procedures**

**Submission of Assignments:**

ALL assignments, discussions responses, papers, exercises, and projects will be distributed and submitted through eCourses. Also, all exams will be completed via e-Courses. Directions for accessing your online course assignments, exercises and projects has been provided on the course’s home page. Additional assistance can be obtained from the Office of Distance Learning. **LATE SUBMISSIONS ARE NOT ACCEPTED**.

**Discussion**

We will use e-Courses discussion board to submit and respond to discussion postings. Candidates will be required to log-on to the course website to participate in discussion. When a topic is posted, everyone is required to participate. The instructor will determine the exact use of discussion.

It is strongly suggested that candidates type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and- grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.

**Formatting Documents:**

Microsoft Word is the standard word processing tool used at PVAMU. If you’re using other word processors, be sure to use the “save as” tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

**Exam Policy**

Exams should be taken as scheduled. NO makeup examinations will be allowed except under documented emergencies (See Student Handbook). Mid-term and Final Exams are scheduled as part of the University calendar; therefore, all students should schedule travel plans accordingly.

**Caveat**

The schedule, procedures, contents of this syllabus and class assignments are subject to change based on the needs of the class. If you have any questions or need assistance, please feel free to contact me.

**Expectations of Written Assignments\***

A Work—A level work is ***clearly outstanding and reflects substantial effort***. All aspects of

the assignments are responded to in a cogent, organized and cohesive manner. Well-chosen, supportive examples and/or persuasive reasoning are utilized. There is an introduction, conclusion and transition between sections. The mechanics of the paper are excellent. There may be few grammatical errors, but spelling/word choice errors do not exist.

B Work—B level work is of ***high quality***. Most of the aspects of the assignment are covered in

an adequate and organized manner. Supportive examples are given and arguments are organized and sensible. There is clear structure to the paper. The mechanics of the paper are good—there are some minor grammatical and/or spelling errors, but these do not detract substantially from the content of the paper.

C Work—C level work is ***inadequate.*** The author does address the main aspects of the

assignment, although some are not covered thoroughly. Examples are given, but not developed fully. The paper lacks a clear organizational structure. The mechanics of the paper are poor. There are a number of grammatical and/or spelling errors.

D Work—D level work is ***unsatisfactory*.** The paper shows serious weaknesses. The

assignment is not addressed and/or the response is incoherent. There is little obvious structure to the paper. The mechanics of the paper are abysmal. There are frequent grammatical and/or spelling errors.

F Work- F level work is unsatisfactory in all areas. \* Adopted from Dr. E.L. Walter-Sullivan

**University Rules and Procedures**

**Disability statement (See Student Handbook):**

Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

**Academic misconduct (See Student Handbook):**

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

**Forms of academic dishonesty:**

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.

2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

3. Fabrication: use of invented information or falsified research.

4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.

**Nonacademic misconduct (See Student Handbook)**

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor’s ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. The Dean of Students under nonacademic procedures will adjudicate such incidents.

**Sexual misconduct (See Student Handbook):**

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

**Attendance Policy:**

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student’s course grade being reduced or in assignment of a grade of “F”. Absences are accumulated beginning with the first day of class.

**Excused Absences**

Students are required to attend all class meetings. Absences due to illness, attendance at university approved

activities, and family or other emergencies constitute EXCUSED ABSENCES and must be supported by

documentation presented to the instructor prior to or immediately upon the student’s return to class. Students are

responsible for all oral and written examinations as well as all assignments (e.g., projects, papers, reports)

whether absence is Excused or Unexcused.

**Student Academic Appeals Process**

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

**WebCT/eCourses Statement:** WebCT/eCourses is a tool that Prairie View A&M University uses to improve the educational experience with Internet-enabled technology that connects students, faculty, researchers and the community in a growing network of education environments dedicated to better communication, collaboration and content.

Students must be familiar with eCourses. Various activities, documents, and other resources will be posted electronically on our course website. These are designed to enhance your potential for success in mastering the learning objectives.

The most essential tool for success in this class is your textbook. Notes posted on eCourses are concise. Therefore, notes should be used in combination with the textbook when preparing for an exam.

**Technical Considerations for Online and Web-Assist Courses**

**Minimum Hardware and Software Requirements**

-Pentium with Windows XP or PowerMac with OS 9

-56K modem or network access

-Internet provider with SLIP or PPP

-8X or greater CD-ROM

-64MB RAM

-Hard drive with 40MB available space

-15‖ monitor, 800x600, color or 16 bits

-Sound card w/speakers

-Microphone and recording software

-Keyboard & mouse

-Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver.5.0 / plug-ins

-Participants should have a basic proficiency of the following computer skills:

\*Sending and receiving emails

\*A working knowledge of the Internet

\*Proficiency in Microsoft Word

\*Proficiency in the Acrobat PDF Reader

\*Basic knowledge of Windows or Mac OS

**Netiquette (online etiquette)**

Students are expected to participate in all discussions and virtual classroom chats when directed to do so.

Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

**Technical Support**

Students should call the Prairie View A&M University Helpdesk at 936.261.2525 for technical issues with

accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936.261.3290 or 936.261.3282.

**Communication Expectations and Standards**

All emails or discussion postings will receive a response from the instructor within 48 hours.

You can send email anytime that is convenient to you, but I check my email messages periodically during the day throughout the work-week (Monday through Friday). I will do my best to respond to email messages during the workweek by the close of business (5:00 p.m.) on the day following ***my receipt*** of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

**New University Policies and Regulations**

\*Effective Fall 2011

**New Policy: Withdrawal from the University (Undergraduates Only)**:

When an **Undergraduate** student withdraws from all classes…

• A registration hold will be placed on the student’s record.

• Consultation with the respective department for advisement is REQURIED to have hold lifted

to allow future registration at the University.

**New Policy: +/-Transfer Grades Regulation (Undergraduate and Graduate):**

• The + and/or – **WILL NOT** be considered in the evaluation. *The grade transferred will report as grade*

*earned, for example C- will transfer as a C.*

• This regulation **IS NOT** retroactive.

• This regulation applies only to courses that are being reviewed for transfer credit effective fall 2011.

**Grade Replacement Regulation (Undergraduate Students Only):**

• Students will have the option to replace up to 12 semester credit hours of courses where a C, D or F is

earned in a course, effective with courses taken fall 2011.

• Students would have to request to replace the course by the Census Date (12th class date) of the

following semester.

• Grades repeated but not replaced will be averaged in the cumulative grade point average.

**Administrative Drop (All Students):**

• Students who do not attend **“at least one day”** of class by **XXXX,** will be administratively

dropped from that course. ***PLEASE NOTE THIS MAY AFFECT THE FINANCIAL AID AWARD.***

• If a student is subsequently dropped from **ALL** of their courses; they will automatically be

**WITHDRAWN** from the university.

• Students will be notified of their Administrative Drop via email.

**16 Weeks Calendar**

**Week 1:** Wellness and Fitness for Life

**Week 2:** Preventing Cardiovascular Disease

**Week 3:** Increasing Cardiorespiratory Endurance

**Week 4:** Building Muscular Strength and Endurance

**Week 5:** Improving Flexibility

**Week 6:** Forming a Plan for Good Nutrition

**Midterm**

**Week 7:** Understanding Body Composition **Week 8:** Achieving a Healthy Weight

**Week 9:** Coping with and Managing Stress

**Week 10:** Taking Charge of Your Personal Safety

**Week 11:** Taking Responsibility for Drug Use

**Week 12:** Preventing Sexually Transmitted Diseases

**Week 13:** Reducing Your Risk for Cancer

**Week 14:** Managing Common Conditions

**Week 15:** Becoming a Responsible Health Care Consumer

**Week 16: Final**

**16-WEEKS CALENDAR**

***\*\*Course Outline schedule is tentative and may change due to class needs.***

**Week One:**

Chapter (s): Begin reading Chapter 1; Introductions; syllabus review and discussions;

Assignment (s): Read All Materials found on the Course Homepage; Syllabus contracts signed and returned; INTRODUCTORY DISCUSSION

**Week Two:**

Chapter (s): Chapter 1

Assignment (s): Syllabus contracts signed and returned; e-Courses training DUE BY Jan 31st

**Week Three:**

Chapter (s): Chapters 1 and 2

Assignment (s): Pretest

**Week Four:**

Chapter (s): Chapters 3

Assignment (s): Discussion 1

**Week Five:**

Chapter (s): Chapters 4 and 5; Review Chapters 1 and 2

Assignment (s): Health Behavior Assignment 1: Exercise Plan DUE BY Feb 13th; Exam 1(Ch. 1 & 2) DUE BY Feb

15th

**Week Six:**

Chapter (s): Chapter 6

Assignment (s):

**Week Seven:**

Chapter (s): Chapter 6 (cont.)

Assignment (s): Health Behavior Assignment 2: Food Analysis DUE BY Feb 20th

**Week Eight: (Midterm)**

Chapter (s): Chapter 2-5, Study for Mid-term

Assignment (s): Mid-Term (Ch. 2-5) DUE BY

**Week Nine:**

Chapter (s): Chapter 7 and 8

Assignment (s): Group Presentations

**Week Ten:**

Chapter (s): Chapter 9

Assignment (s): Group Presentation; Class Discussion

**Week Eleven:**

Chapter (s): Chapter 10

Assignment (s): Group Presentation; Exam 3 (Ch. 6-9) DUE BY April 5th

**Week Twelve:**

Chapter (s): Chapter 11

Assignment (s): Group Presentation; i-READ book assignment reflection essay- DUE BY

**Week Thirteen:**

Chapter (s): Chapter 12

Assignment (s): Group Presentation; Class Discussion

**Week Fourteen:**

Chapter (s): Chapter 13

Assignment (s): Group Presentation

**Week Fifteen: (XX is last day of class; Study for exam)**

Chapter (s): Review All Chapter Notes

Assignment (s): Post-Test DUE BY

**Week Sixteen: May 6th – May 10th** (Final Exam Period\) Assignment (s): FINAL Exam (Ch. 10-13) DUE BY

**Final Grades Due by XX Graduation Candidates: XX all other students.**

***Note: Each student is responsible for all work that is covered in class, whether the student is present or not. Also, course outline schedule is tentative and may change due to class needs.***