Instructor: Mr. David Hughes, M.Ed  
Section # and CRN: HLTH 2003-P04  
Office Location: Moore Intramural Gym (New Gym), Room # 112  
Office Phone: 936.261.3900  
Email Address: Dahughes@pvamu.edu  
Office Hours: Monday, Wednesday 12:00 pm -5:00 p.m. Friday 11:00 am – 4:00pm or by appointment  
Mode of Instruction: Face to face  
Course Location: Wilhelmina Delco Building 241  
Class Days & Times: 10:00 am - 10:50 am MWF  
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  
Co-requisites: N/A  

Program Student Learning Outcomes (SLOs)
(1) Graduates can communicate effectively in written, oral and verbal forms of expression.
(2) Graduates can plan and implement effective health education programs.
(3) Graduates can evaluate health programs and coordinate health program services.
(4) Graduates can evaluate the scientific literature in the discipline, understanding and synthesize relevant information.
(5) Graduates can demonstrate the ability of technologies to support inquiry and professional practice.

Course Objectives/Accrediting Body (NCATE):
Standard 1: Candidate Knowledge, Skills, and Professional Disposition - Candidates demonstrate the knowledge and skills of a health literate educator.
Standard 2: Assessment System and Unit Evaluation - Candidates assess needs to determine priorities for school health education.

Standard 3: Field Experiences and Clinical Practice - Candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

Standard 4: Diversity - Candidates learn about working with diverse populations; health disparities.

Standard 6: Unit Governance and Resources - Candidates serve as a resource person in health education, including information technology resources.

Course Goals or Overview:
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.
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 demonstrate and exhibit growth and development. Accrediting Body/

Course Objectives:
At the end of this course, the student will understand...

<table>
<thead>
<tr>
<th>Core Curriculum Objectives</th>
<th>Objectives</th>
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<tbody>
<tr>
<td>1. Understand and demonstrate personal health and wellness through the seven dimensions of wellness.</td>
<td>Communication Access the characteristics of an emotionally healthy individual.</td>
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<td>2. Understand the importance of specifying audience and purpose and select appropriate personal health and wellness choices.</td>
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<td>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.</td>
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Program SLO: 1, 2, 3, 4
NCATE Standards: 1, 2, 3
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<tr>
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<th>Teamwork</th>
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<td>4. Students will participate effectively in groups with emphasis on health awareness, listening, critical and reflective thinking, and responding.</td>
<td>Program SLO: 1, 3 NCATE Standards: 1, 2, 3, 4, 6</td>
<td>Determine dynamics contributing to the development of heart disease, cancer, and sexually transmitted diseases.</td>
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<td>6. Students will understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.</td>
<td>Critical Thinking</td>
<td>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.</td>
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<td>7. Students will discuss and analyze a variety of health solutions based upon valid and reliable information.</td>
<td>Program SLO: 1, 4, 5 NCATE Standards: 1, 3, 6</td>
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<td>8. Students will develop the ability to research and write a documented paper that follows conventions of academic honesty.</td>
<td>Program SLO: 1, 4 NCATE Standards: 1, 2, 3</td>
<td>Identify the essential factors involved in developing one’s optimal physical, mental, emotional, social and spiritual well-being.</td>
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<td>Peer-reviewed articles</td>
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<td>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.</td>
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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 candidate grades:

- **Class Participation:** Daily attendance and participation in class discussions.
- **Assignments:** Written assignments (journal article critiques, reflective papers, iRead paper, etc.).
- **Presentations:** Assessments and activities designed to measure knowledge and application of presented course material (Peer group PowerPoint presentation).
- **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?
Class Assignments:

**Assessment/Grading:**

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

**Evaluation Methods:**
1. PowerPoint Presentation (s) (10 points each) 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 100 points

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<thead>
<tr>
<th>Grade</th>
<th>Scoring</th>
<th>Range</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>A</td>
<td>100-90%</td>
<td>100-90 points</td>
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<tr>
<td>B</td>
<td>89-80%</td>
<td>89-80 points</td>
<td></td>
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<tr>
<td>C</td>
<td>79-70%</td>
<td>79-70 points</td>
<td></td>
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<tr>
<td>D</td>
<td>69-60%</td>
<td>69-60 points</td>
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<tr>
<td>F</td>
<td>59-0%</td>
<td>59&gt;</td>
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**Late work will not be accepted. After a student’s third missed class their letter grade will drop each absence. The contents of this course are subject to change upon the professor’s discretion**

**COURSE ASSIGNMENTS**

Journal Article Critiques 40 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.

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.

**iREAD Dialogue Book** “Go Set A Watchman” by Harper Lee  
15 points

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.

**Class Discussion**  
15 points
**Course Outline schedule is tentative and may change due to class needs.**

**Week 1:** Introduction into Health

**Week 2:** Wellness and Fitness for Life

**Week 3:** Preventing and Dealing with Sexually Transmitted Diseases

**Week 4:** Preventing Risky Behavior

**Week 5:** Taking Responsibility for Drug Use

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

**Week 7:** Understanding Body Composition

**Midterm**

**Week 8:** Achieving a Healthy Weight

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

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

**Week 11:** Improving Flexibility

**Week 12:** Increasing Cardiorespiratory Endurance

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

**Week 14:** Managing Common Conditions

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

**Week 16:** Final
Note: Each teacher educator candidate is responsible for all work that is covered in class, whether the teacher educator candidate is present or not. Also, course outline schedule is tentative and may change due to class needs.

Student Support and Success

John B. Coleman Library
The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University’s core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. https://www.pvamu.edu/library/ Phone: 936-261-1500

The Learning Curve (Center for Academic Support)
The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)
The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261-1040

Writing Center
The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

Student Counseling Services
The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

Testing
The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286

Office of Diagnostic Testing and Disability Services
As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders,
livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

Veteran Affairs
Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall Rm. 323. Phone: 936-261-3563

Office for Student Engagement
The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center Rm. 221. Phone: 936-261-1340

Career Services
Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Evans Hall Rm. 217. Phone: 936-261-3570

University Rules and Procedures

Disability Statement (Also See Student Handbook):
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

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. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

**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.

**Title IX Statement**
Prairie View A&M University (PVAMU) is committed to supporting students and complying with the Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU’s Title IX Coordinator. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

**Class Attendance Policy (See Catalog for Full Attendance Policy)**
Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or internet.

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 during regular semesters and summer terms. Each faculty member will include the University’s attendance policy in each course syllabus.

**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.

**TECHNICAL CONSIDERATIONS**

**Minimum Recommended Hardware and Software:**
- Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15” monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, Internet Explorer or Firefox

**Note:** Be sure to enable Java & pop-ups in the Web browser preferences

Participants should have a basic proficiency of the following computer skills:
- Sending and receiving email
- A working knowledge of the Internet
- Proficiency in Microsoft Word (or a program convertible to Word)
- Proficiency in the Acrobat PDF Reader
- Basic knowledge of Windows or Mac O.S.
**Netiquette (online etiquette):**

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.

**Technical Support:**

Students should go to [https://mypassword.pvamu.edu/](https://mypassword.pvamu.edu/) if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283.

**Communication Expectations and Standards:**

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

**Discussion Requirement:**

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students 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/they should be copied and pasted to the discussion board.