

SYLLABUS

HLTH 2003 – Z02 Personal Health and Wellness Summer 2016

Instructor:	Trenae Tavie, Med.
Section # and CRN:	HLTH 2003-Z01
Office Location:	TBD
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Office Hours:	By appointment only (Virtual Hours: 3 hours per week)
Mode of Instruction:	Online
Course Location:	N/A
Class Days & Times:	Distance Learning (Online Course)
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
Required Texts:	Wellness: Concepts and Applications. Anspaugh, D., Hamrick, M., and Rosato, F. 8th Edition. McGraw Hill Companies, New York, N.Y (ISBN 9780078022500) (Required) (can also use) Wellness: Concepts and Applications. Anspaugh, D., Hamrick, M., and Rosato, F. 7th Edition. McGraw Hill Companies, New York, N.Y. (ISBN 9780073523668)
Secondary Text:	Lee, Harper. (2015). Go Set a Watchman. New York, NY: HarperCollins Publishers. ISBN: 9780062433657. iREAD assignment text.
Recommended Texts:	The Publication Manual of the American Psychological Association. 6th Edition. APA (2010). ISBN: 9781433805615

Student Learning Outcomes:

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.

	Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment	Core Curriculum Outcome Alignment
1	Understand and demonstrate personal health and wellness through the seven dimensions of wellness.	Program SLO: 1, 2, 3, 4	Communication
2	Understand the importance of specifying audience and purpose and select appropriate personal health and wellness choices.	Program SLO: 1, 2, 3, 4	Communication
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.	Program SLO: 1, 2, 3, 4	Communication
4	Participate effectively in groups with emphasis on health awareness, listening, critical and reflective	Program SLO: 1, 3	Teamwork
5	Make intelligent decisions about a variety of practices, procedures and products related to personal health and wellness.	Program SLO: 1, 3	Teamwork
6	Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.	Program SLO: 1, 4, 5	Critical Thinking
7	Discuss and analyze a variety of health solutions based upon valid and reliable information.	Program SLO: 1, 4, 5	Critical Thinking
8	Develop the ability to research and write a documented paper that follows conventions of academic honesty.	Program SLO: 1, 4	Personal Responsibility Communication

Major Course Requirements

Method of Determining Final Course Grade

Course Grade Requirement	Value	Total
1) Health Behavior Assignments	3 assignments @ 5 pts each	15 points
2) Food Log and Dietary Analysis	1 assignment @ 10 pts	10 points
3) Quizzes/Exams	4 exams @ 10 pts each	40 points
4) Discussions	2 discussions @ 5 pts each	10 points
5) Personal Health Reflection Assignment	1 assignment @ 15 pts each	15 points
6) iRead Book Reflection Assignment	1 assignment @ 10 pts	10 points
Total:		100 points

Grading Criteria and Conversion:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 and below

Detailed Description of Major Assignments:

Assignment Title or Grade Requirement	Description
iREAD Book Reflection Paper/Forum (10% of grade) <i>Book: Go Set a Watchman</i>	The purpose of this assignment is to allow teacher educator candidates to reflect, explore, and dialogue with the university instructor concerning topics and issues discussed in class. A two to three page typed reflection paper with a complete APA citation of the book is required. Students should consider the following format for each entry in the written response but are not limited to this: <ul style="list-style-type: none"> • Discuss how the seven components' of wellness relates to this book and why. • Examine the association between the iRead book and the health and wellness course.
Health Behavior Assignments (15% of grade)	Three (3) written assignments are designed to supplement and reinforce course materials, and will assess teacher educator candidates' understanding of course material. These assignments will be submitted via e-courses. Please refer to each course assignment in eCourses for additional instructions. <ul style="list-style-type: none"> • Negative Health Habits • Health Related Fitness • Managing Stress
Quizzes/Exams (40% of grade)	An objective test will assess teacher educator candidates' understanding of course material. These quizzes/exams will be available via eCourses.
Food Log/Dietary Analysis (10% of grade)	Each student will utilize the provided Food Log/Record document to complete a 5-Day log of what they have eaten. The student will identify and record 5 days of foods and drinks; then they will enter the data into SuperTracker – Food Tracker database (https://www.supertracker.usda.gov) to get a computer analysis of the nutrients they consumed over the 5 days. The student will use the computer analysis and 5-day food log and write a two (2) paragraph reflection on his/her dietary habits. This assignment must be typed and submitted online/in class for grading. To receive full credit for completing this assignment, you will need to upload/provide the following documents (via eCourses): <ol style="list-style-type: none"> 1. Completed 5-Day Food Log/Record 2. Completed 5-Day Nutrient Report 3. Completed Dietary Analysis (2 paragraphs) – reflection of your dietary habits; what dietary habits you may need to change; what you are doing well, and etc. <p>Please refer to the course assignment in eCourses for additional instructions.</p>

Detailed Description of Major Assignments (continued):

<p>Personal Health Reflection (15% of grade)</p>	<p>The purpose of this assignment is to allow teacher educator candidates 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. Allowing students to demonstrate decision-making skills as it relates to information obtained from the health and wellness course, family history, physical activity choices, and dietary habits. This assignment will be submitted in class or via eCourses.</p>
<p>Discussions (10% of grade)</p>	<p>Please refer to the course assignment in eCourses for additional instructions.</p> <p>In the "Discussion" areas of the course, you, as a teacher educator candidate, can interact with your instructor and classmates to explore questions and comments related to the content of this course. A successful teacher educator candidate in online education is one who takes an active role in the learning process. You are therefore encouraged to participate in the discussion areas to enhance your learning experience throughout each week. Teacher educator candidates are expected to log into the course and post (respond) in the discussion topics with a minimum of three posts per discussion (1 original and 2 responses).</p> <p>Quality—Content of your contributions. Examples of quality posts include:</p> <ul style="list-style-type: none"> • providing additional information to the discussion; • elaborating on previous comments from others; • presenting explanations of concepts or methods to help fellow teacher educator candidates; • 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 do not participate in the discussion, you do not earn any points.

Course Procedures or Additional Instructor Policies

Taskstream

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments is **REQUIRED** to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

The assignments that will be **REQUIRED** to be submitted for the HLTH2003 courses are:

- **iREAD Book Reflection Assignment** and
- **Food Log/Dietary Analysis Assignment**

Semester Calendar

Topic Description	Introduction to course and using eCourses
Readings:	Chapter 1
Assignment (s):	Review Faculty Expectations Forum Submit Course Syllabus Contract Complete Pre-Test
Topic Description	Wellness and Fitness for Life
Readings:	Chapter 1
Assignment (s):	Health Behavior: Assignment 1 – Negative Health Habits –
Topic Description	Preventing Cardiovascular Disease
Readings:	Chapter 2
Assignment (s):	Discussion 1: Seven Components of Wellness
Topic Description	Increasing Cardiorespiratory Endurance & Building Muscular Strength and Endurance
Readings:	Chapters 3 & 4
Assignment (s):	Health Behavior: Assignment 2 – Health Related Fitness Exam 1: Chapters 1-
Topic Description	Improving Flexibility
Readings:	Chapter 5
Assignment (s):	**Start working on Food Log/Dietary Analysis Assignment
Topic Description	Forming a Plan for Good Nutrition
Readings:	Chapter 6
Assignment (s):	Food Log/Dietary Analysis (<i>eCourses and Taskstream submissions needed.</i>)
Topic Description	Understanding Body Composition & Achieving a Healthy Weight and Body Composition
Readings:	Chapters 7 & 8
Assignment (s):	N/A
Topic Description	Coping with and Managing Stress
Readings:	Chapter 9
Assignment (s):	Health Behavior: Assignment 3 – Managing Stress
Topic Description	Taking Charge of Your Personal Safety
Readings:	Chapter 10
Assignment (s):	MIDTERMS (3/10-3/12): Exam 2: Chapters 3-6 **Start on iRead Book Forum Assignment (
Topic Description	Taking Responsibility for Drug Use
Readings:	Chapter 11
Assignment (s):	**Work on iRead Book Forum Assignment
Topic Description	Preventing Sexually Transmitted Infections
Readings:	Chapter 12
Topic Description (continued)	Preventing Sexually Transmitted Infections
Assignment (s):	iRead Book Forum Assignment – (<i>eCourses and Taskstream submissions needed.</i>) Discussion 2: Safe in the City Video and Reflection
Topic Description	

	Understanding Cancer and Diabetes
Readings:	Chapter 13
Assignment (s):	Exam 3: Chapters 7-9 –
Topic Description	Becoming a Responsible Health Care Consumer
Readings:	Chapter 14
Assignment (s):	N/A
Topic Description	Review all Chapters and PowerPoint Presentations
Readings:	Chapter 10-14
Assignment (s):	**Start working on the Personal Health Reflection Assignment
Topic Description	Review all Chapters and PowerPoint Presentations
Readings:	Chapter 10-14
Assignment (s):	Personal Health Reflection Assignment Complete Post-Test
Topic Description	Review all Chapters and PowerPoint Presentations
Readings:	Chapter 10-14
Assignment (s):	Exam 4: Chapters 11-14

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 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/> 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.