**HED 101: Foundations of Human Health**

**Instructor:** Julia C. Freeman  
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**Phone:** 618-453-2777  
**Email:** julia.freeman@siu.edu  
**Office Hours:** Monday 11:15-11:45/ Wednesday 3:15 p.m.- 4:45 p.m.

**Class Meeting:**  
- **Section 013** Monday/Wednesday Noon -12:50 p.m.  
  Pulliam Hall, Room 35  
- **Section 018** Monday/Wednesday 2-2:50 p.m.  
  Pulliam Hall, Room 316

**Course Description**

HED 101: Foundations of Human Health is designed to examine contemporary health-related issues for all dimensions of the individual,—physical, mental, social, emotional, and spiritual,—through focus on health promotion and disease prevention. Emphasis is placed on maintaining and improving the quality of life by developing personal and social skills (i.e., decision making, communication, stress management, and goal setting) across health content areas as well as identifying and accessing appropriate health-related resources.

**Disciplinary Content Learning Objectives:** At the end of this course, students will:

- comprehend concepts related to health promotion and disease prevention to enhance health.
- be able to analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- demonstrate the ability to access valid information, products, and services to enhance health.

**University Core Learning Objectives:** At the end of this course, students will:

- demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- demonstrate the ability to use decision-making skills to enhance health.
- demonstrate the ability to use goal-setting skills to enhance health.
- demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- demonstrate the ability to advocate for personal, family, and community health.


**Examinations:** Written examinations (two exams and a final exam) will be based on textbook readings and classroom discussions. These exams, including the final, must be taken during scheduled times on the designated dates. Exceptions will be granted for excused absences. Each exam is worth 100 points. All exams may consist of a variety of testing methods: multiple
choice, true or false, fill in the blank, matching, diagrams, problems, short answers, and/or essay questions. Exams will be announced at least five days prior to the exam date. All exam portions to be graded must be completed in pencil.

I will not discuss grades over email or on the phone; I do this to protect each student's right to privacy, as security cannot be guaranteed. If you wish to discuss grades with me, please do so during my office hours in person.

Grading Scale: If any of the class assignments are unclear, it is the student's responsibility to discuss and clarify expectations as soon as possible.

Assignments earning an "A" grade will be of excellent quality, reflecting critical thinking, creativity, mastery of course material, and substantial effort. They will be well organized and clear. Participation will provoke deep, productive conversation and consideration of the topics related to the week’s readings, creating dialogue among the students. An "A-" grade might result from minor deductions in any of these areas.

Assignments earning a "B" grade will be of good quality, reflecting a solid grasp of the course material and clear, well-organized presentation style. They will prompt insightful conversation about the topics of the week’s readings, fostering conversation among the students. A "B-" grade might result from more significant reductions in these areas.

Assignments earning a "C" grade will be of marginally acceptable quality, reflecting familiarity with course material. They will include simple responses to colleague's questions and/or questions about the topics that require simple, direct answers with little to no critical reflection.

Any grade below a "D" is a sign of serious problems for continued college work and merits discussion with me. 

NOTE: I reserve the right to give NO CREDIT for assignments received after the due date. 

Letter grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Exams:</th>
<th>200 pts</th>
<th>A = 90.0 - 100 %</th>
<th>450 - 500 pts</th>
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</thead>
<tbody>
<tr>
<td>Personal Health Assessment 1:</td>
<td>40 pts</td>
<td>B = 80.0 – 89.9</td>
<td>400 - 449</td>
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<tr>
<td>Participation/Discussion:</td>
<td>20 pts</td>
<td>C = 70.0 – 79.9</td>
<td>350 - 399</td>
</tr>
<tr>
<td>Performance Assessments:</td>
<td>4 x 20pts = 80 pts</td>
<td>D = 60.0 – 69.9</td>
<td>300 - 349</td>
</tr>
<tr>
<td>Personal Health Assessment 2:</td>
<td>40 pts</td>
<td>F = 0 – 59.9</td>
<td>0 - 299</td>
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An incomplete (INC) is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester. If the coursework is not completed within the designated time period, the incomplete will be converted to a grade of F and the grade will be computed in the student’s grade point average.

Students registered for a course may not withdraw merely by stopping attendance at class. A student who does not officially withdraw from a class and stops attending will likely receive a WF, which will be calculated as an F in his/her GPA.

Course Assessments: All HED 101 students must complete:

•Personal Health Assessment: How Healthy Are You?
(at the beginning and end of the semester)
•Four Performance Assessments:
  •Goal-Setting (covered with Chapter 1: The Basics of Health Change and monitored for one month)
  •Stress Management (covered with Chapter 2 & 3: Psychosocial Health)
  •Communication (covered with Chapters 4 & 5: Human Sexuality and Reproductive Choices)
  •Decision-Making (covered with Chapters 6 & 7: Tobacco, Alcohol, Other Drugs)
  •College “Top Ten” (culminating assignment related to Advocacy)

Exam Return Policy: Exams will be graded and returned to the students as soon as possible. The instructor will go over the exam and answer questions. The exams will then be recollected and remain available until the end of the semester in the instructor’s office. All exams must be returned to the instructor. If an exam is not returned, a zero grade will be given for that exam.

Extra Credit Assignments: Extra credit assignments are at my discretion.

Attendance Policy: Attendance is required and will be recorded daily. Students will NOT receive extra points for attending class. However, final grades will be affected by multiple absences from class. Absent students are responsible for getting class notes and handouts on
their own. Students will not be able to "make up" worksheets or activities covered in classes where they are absent.

**Class Participation:** Active participation in classroom activities and discussion is expected from all students as reflected in the grade distribution explanations. A variety of instructional strategies will be incorporated/evaluated on a regular basis during class. If you are not present in class, you cannot participate fully. Participation scores will be based on the quantity and quality of class participation.

Certainly in this course, you will be asked to develop and to propose opinions about the readings, their application or relevance to the educational endeavor or educational processes, and about what you value as a student. I feel it is important to keep in mind a few qualities about opinions and opinionating. First, opinions are not all equal; indeed, if that were the case, we would never have such concepts as “best practices” or “truth.” There are criteria from which we can judge the value of opinions.

Often we are tempted to draw from our own experience to form our opinion. It is important to realize, though, that personal experience is only one component of good opinion; other criteria include scholarship, theory, and practice. Opinions can be wrong, if they are based upon inadequate information, theory, or practice. Opinions do not have to be agreed upon in consensus; dissensus can also be productive. In any event, though, opinions must be supported by evidence, and in this course opinions will be assessed and evaluated by that evidence. Finally, simple response opinions (such as, "I like it" or "I disagree") without support are insufficient.
Course Schedule (tentative)

<table>
<thead>
<tr>
<th>Week of</th>
<th>TOPIC/CHAPTER</th>
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<tbody>
<tr>
<td>1/18</td>
<td>No class/ MLK Jr. Day; Introductions/Syllabus</td>
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<tr>
<td>1/25</td>
<td>Chapter 1: The Basics of Health Change; Chapter 2: Psychosocial Health</td>
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<tr>
<td>2/1</td>
<td>Chapter 2: Psychosocial Health; Chapter 3: Managing Your Stress</td>
</tr>
<tr>
<td>2/8</td>
<td>Chapter 3: Managing Your Stress; Chapter 4: Relationships</td>
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<tr>
<td>2/15</td>
<td>Chapter 4: Relationships; Chapter 5: Reproduction</td>
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<tr>
<td>2/22</td>
<td>Chapter 5: Reproduction; Chapter 6: Addiction</td>
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<tr>
<td>2/29</td>
<td>Chapter 6: Addiction; Chapter 7: Tobacco/Alcohol</td>
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<tr>
<td>3/7</td>
<td>Chapter 7: Tobacco/Alcohol; <strong>Exam 1</strong></td>
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<tr>
<td>3/14</td>
<td>No class-break</td>
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<tr>
<td>3/21</td>
<td>Chapter 8: Nutrition</td>
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<tr>
<td>3/28</td>
<td>No class; Chapter 9: Body Image</td>
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<tr>
<td>4/4</td>
<td>Chapter 10: Fitness; Chapter 11: Cancer</td>
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<td>4/11</td>
<td><strong>Exam 2:</strong> Chapter 12: Infections</td>
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<tr>
<td>4/18</td>
<td>Chapter 14: Environmental Health; Chapter 13: Violence</td>
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<tr>
<td>4/25</td>
<td>Chapter 13: Violence; Chapter 15: Alternative Medicine</td>
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<tr>
<td>5/2</td>
<td>Chapter 15: Alternative Medicine; Review for Final</td>
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<tr>
<td>5/</td>
<td><strong>Final @ 12:30 p.m.- 2:30 p.m OR 2:45 p.m.-4:45 p.m. on 5-9-16</strong></td>
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**DISRUPTIVE BEHAVIOR POLICIES**

Use of laptops, iPods, iPads, cell phones, MP3 players, magazines, pagers, newspapers, eating/drinking during class, or any other disruptive behavior is unacceptable. The classroom is a shared space where consideration of others is not negotiable. The first time you are caught using these electronic devices or engaging in any other disruptive behavior, you will be asked to
discontinue the behavior. If you are using an electronic devise, you will asked to bring it to the front of the room and allowed to pick it up at the end of class. The second time, you will be asked to leave the class and will receive NO PARTICIPATION POINTS for that day. View the SIUC Student Conduct Code at: http://policies.siuc.edu/policies/conduct.html
If you are running late to class, slip in quietly and take a seat along the door side of the classroom. Do not distract from the ability of others to focus on and engage in the learning process. Repeated offenses will result in request to leave the classroom and zero participation points for the day, use of unapproved electronics during an exam will result in a grade of zero.

**ACADEMIC HONESTY POLICY**

The mission of the Department of Health Education and Recreation (HER) is to create, discover, and disseminate knowledge through effective teaching, scholarship, and service in the professions of health education and recreation. To pursue this mission, the Department of HER believes in the importance of reinforcing academic honesty. An Academic Honesty Code used by students and faculty promotes an atmosphere of integrity and honesty. Review SIUC statement on academic/honesty/plagiarism online (http://libguides.lib.siu.edu/plagiarism)

The following behaviors are some examples of academic dishonesty:

I. Taking an exam for another student.
II. Forging or altering an official document.
III. Paying someone to write a paper to submit under one's own name.
IV. Copying (with or without another person's knowledge and claiming it as one's own work).
V. Including items on a list of references that were not used.
VI. Doing assignments for someone else.
VII. Obtain a copy of a test before it is given.
VIII. Working with other students on an assignment when not expressly told to do so.

IX. Cheating, which is intentionally using unauthorized material, information, or study aids in any work submitted for credit.

X. Fabrication, which is intentional and unauthorized falsification or invention of any information or citation.

XI. Plagiarism, which is the deliberate use of ideas, words, or statements of another person as one's own without acknowledgment being given.

XII. Facilitation, which is knowingly helping someone else do any of the above.


The following approach will be used in incidents of academic dishonesty:
1. An academic "honor board" will consist of five members. The make-up of the board is as follows: the vice-presidents of Eta Sigma Gamma and the Student Recreation Society, one faculty member of the Department of Health Education and Recreation, one Health Education student, and one Recreation student, the latter three to be appointed by the department chair. The function of this board will be to review charges of academic dishonesty, and work with the instructor who has brought the charge to decide upon a sanction or response.
2. The first time a student is found engaging in academic dishonesty, the instructor or faculty member involved in the incident has the option of either handling the issue individually or forwarding it to the honor board. If the incident is handled between the student and the faculty member, the faculty member will provide the department chair with a brief description of the infraction and the resolution. Both the student and the faculty member should sign this. Every effort should be made to review and clarify to the student the reasons why their behavior constitutes academic dishonesty, thus allowing the student to fully understand the ethical basis of the policies, and offer the student the opportunity of integrating these values into his/her own value system.
3. Any student who engages in academic dishonesty twice during his/her academic career will be required to have a hearing with the honor board. This hearing will consist of a review of the incident and an opportunity for the student to respond to the charge. The honor board, in consultation with the instructor, will decide upon the sanction to be imposed. The sanction would be commensurate with the magnitude of the offense.
4. If the student disagrees with the department's decision, he/she may then request a new hearing with the Dean of the College of Education and Human Services, who will, if guilt is determined, decide upon the appropriate sanction. To begin this process, the student should schedule a meeting with the College's Chief Academic Advisor located in Wham 135.
STUDENT COMPLAINTS

Support is given to the belief that in most instances complaints and grievances can be minimized if communication is maintained between students and faculty. If the student, after discussing the complaint with the faculty member or members involved, still wishes redress, the Chair should be consulted.

When a student requests an appointment with the Department Chair to voice an academic complaint about an instructor, the student will be asked to provide details on a Request to See Department Chair form. An appointment will be scheduled when the form is returned. Prior to the appointment, the faculty member involved will provide information to the Department Chair on the Information for Student Meeting with Department Chair form. The Department Chair will maintain a record of the discussion/outcome on the Record of Meeting with Department Chair form. If the Department Chair is unable to resolve the complaint to the mutual satisfaction of those concerned, then the formal grievance procedure will be followed.

SIUC EMAIL POLICY

Email is a mechanism for official communication within Southern Illinois University Carbondale. The University has the right to expect that such communications will be received and read in a timely fashion. Students are responsible for checking their University email account of a frequent and consistent basis to stay current with University-related communications. Students have the responsibility to recognize that certain communications may be time-critical. "I didn't check my email", error in forwarding mail, or email returned to the University with "Mailbox Full" messages are not acceptable excuses for missing official University communications via email.

Users should exercise extreme caution in using email to communicate confidential or sensitive matters, and should not assume that email is private and confidential. It is especially important that users are careful to send messages only to intended recipient(s). Particular care should be taken when using the "reply" command during email correspondence.
SAFETY AWARENESS FACTS AND EDUCATION

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: http://safe.siu.edu

SALUKI CARES
The purpose of Saluki Care is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For information on Saluki Care, (618) 453-5714, or salukicare@siu.edu, http://salukicare.siu.edu/index.html

EMERGENCY PROCEDURES
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. We ask that you become familiar with the SIU Emergency Response Plan and Building Emergency Response Team (BERT) programs. Please reference the Building Emergency Response Protocols for Syllabus attachments on the following pages. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.

INCLUSIVE EXCELLENCE
SIU takes pride in serving people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affinities. Learning from and working with people who differ is an important part of education as well as an essential preparation for any career. For more information please visit http://www.inclusiveexcellence.siu.edu/

LEARNING AND SUPPORT SERVICES
Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website:
Tutoring: http://tutoring.siu.edu/
Math Labs: http://mathlab.siu.edu/index.html

WRITING CENTER
The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit http://write.siu.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY
Our office’s main focus is to ensure that the university complies with federal and state equality policies and handles reporting and investigating of discrimination cases. For more information visit: http://diversity.siu.edu/

Additional Resources Available:
SALUKINET: https://salukinet.siu.edu/ep/home/displaylogin
ADVISEMENT: http://advisement.siu.edu/
SIU ONLINE: http://online.siu.edu/