
HED 101: Foundations of Human Health

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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.

Required Text and Support Materials : Donetelle, Rebecca J. (2012) My Health: An Outcome Approach, 1st Edition

Access Code for Pearson MyHealthLabs for My Health: An Outcomes Approach, 1st Edition, by Rebecca J. Donatelle for Southern Illinois University at Carbondale must be purchased at one of the bookstores on/near campus. This book has been customized for SIUC and students cannot purchase the code online

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. Missed exams cannot be made up, except under extenuating circumstances.

Course Requirements: (300 points)

Participation (**30 points**) : Active participation in classroom activities and discussion is expected from all students. 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.

Written Exams (**120 points**)

- Exam 1: Ch. 1, 2, 3, 6, 7 (**40 points**)
- Exam 2: Ch. 8, 9, 10, 11 (**40 points**)
- Final: Ch. 4, 5, 12, 13 (**40 points**)

Assignment (**150 points**)

- Personal Health Assessment: How Healthy Are You?
(**20 points**; 10 points each at the beginning and end of the semester)
- Four Performance Assessments:
 - Goal-Setting (**20 points**): it is covered with chapter 1: The basic of health change and monitored for one month.
 - Stress Management (**20 points**): it is covered with chapter 3: Stress.
 - Communication (**15 points**): it is covered with chapter 4 and 5: Human Sexuality.
 - Decision-Making (**20 points**): it is covered with chapter 6 and 7: Tobacco, Alcohol, other drugs.
- Advocacy Skills Assessment (college “top ten”) (**20 points**): Students must submit a decorated posterboard listing top 10 most important things they think every university students should know about health and will have the brief presentations.
- Health Philosophy Paper (**15 points**): the paper will touch on personal point of view regarding health in the context of 6 dimensions of health. The paper should be 3-4 pages long with 12-point font and double space
- Reflection Paper (**10 points**): the paper will include what he or she has learned, what the challenges are, and what improvements need to be made for his or her health after logging in and reading the website, <http://www.myfitnesspal.com/> (2 pages long with 12-point font and double space)
- Wellness Activity (**10 points**): students will participate in the workshop or community health service/event and turn in the proof of the participation and the two pages typed reflection paper to the instructor.

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.

Grading Scale (based on 300 total points): If any of the class assignments are unclear, it is the student’s responsibility to discuss and clarify expectations as soon as possible. **NOTE: NO CREDIT WILL BE GIVEN FOR ASSIGNMENTS RECEIVED AFTER THE DUE DATE.**

Grading Scale: 300 final points

A	90-100% (270-300)
B	80-89% (240-269)
C	70-79% (210-239)
D	60-69% (180-209)
F	Less than 60% = < 179

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 a time period designated by the instructor, but not to exceed one year from the close of the term in which the course was taken, *or graduation*, whichever occurs first. 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 Outline (and Assignments with Due Dates) (subject to change with a notification)

DATE	DISCUSSION TOPIC	READINGS/ASSIGNMENTS (DUE DATES)
Week 1 January 14-16	Introductions; Review of Syllabus Chapter 1. Healthy Change	Health Assessment: How Healthy Are You? Read Chapter 1
Week 2 January 21-23	Chapter 2: Psychological Health	Goal-Setting Assessment Read Chapter 2
Week 3 January 28-30	Chapter 3: Managing Your Stress	Stress Management Assessment Read Chapter 3
Week 4 February 4-6	Chapter 6 : Addiction and Drug Abuse	Read Chapter 6

SYLLABUS

<p>Week 5 February 11-13</p>	<p>Chapter 7 : Alcohol and Tobacco</p>	<p>Read Chapter 7</p>
<p>Week 6 February 18-20</p>	<p>Review Chapter 1,2,3,6,7 for Exam 1 Exam 1 February 20</p>	<p>Decision Making Assessment</p>
<p>Week 7 February 25-27</p>	<p>Chapter 8 : Nutrition</p>	<p>Read Chapter 8</p>
<p>Week 8 March 4-6</p>	<p>Chapter 9 : Weight Management and Body Image</p>	<p>Read Chapter 9</p>
<p>Week 9 March 11-13</p>	<p>No Class : Spring Break</p>	

SYLLABUS

<p>Week 10 March 18-20</p>	<p>Chapter 10. Fitness</p>	<p>Read Chapter 10</p>
<p>Week 11 March 25-27</p>	<p>Chapter 11. CVD, Cancer, and Diabetes</p>	<p>Reflection Paper (myfitnesspal.com) Read Chapter 11</p>
<p>Week 12 April 1-3</p>	<p>Review Chapter 8,9,10,11 for Exam2 Exam 2 April 3</p>	
<p>Week 13 April 8-10</p>	<p>Chapter 4. Relationship and Sexuality</p>	<p>Read Chapter 4</p>
<p>Week 14 April 15-17</p>	<p>Chapter 5 : Reproductive Choices</p>	<p>Communication Assessment Read Chapter 5</p>
<p>Week 15 April 22-24</p>	<p>Chapter 12 : Infectious Conditions Chapter 13: Violence and Unintentional Injuries</p>	<p>Wellness Activity Health Philosophy Paper Read Chapter 12 Read Chapter 13</p>

Week 16 April 29 -May 1	Presentations for College "Top Ten" Review Chapter 4,5,12,13 for Final Exam	Advocacy Skill Assessment: College "Top Ten" Health Assessment #2
Week 17 May 6	Final Exam May 6 (7:50am-10:50am)	

DISRUPTIVE BEHAVIOR POLICIES

Use of laptops, iPods, iPads, cell phones, MP3 players, magazines, 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 device, you will be 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.siu.edu/policies/conduct.html>

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.

Also, according to Kibler, W. (1993). Academic Dishonesty: A student development dilemma. *NASPA Journal*, 30(4).

- 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.

Pavela, G. (1978). Judicial review of academic decision-making after Horowitz. *School Law Journal*, 55(8), 55075. See also p. 29 in the 1996 SIUC Student, Faculty, and Staff Information Booklet.

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 on 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.

"We emphasize student achievement and success because achievement and success are essential if we are to shape future leaders and transform lives."¹

<http://pvcaa.siu.edu/>

IMPORTANT DATES *

<u>Semester Class Begins</u>	01/13/2014
<u>Last day to add a class</u> (without instructor permission):	01/24/2014
<u>Last day to withdraw completely and receive a 100% refund:</u>	01/26/2014
<u>Last day to drop a course using SalukiNet:</u>	03/23/2014
<u>Last day to file diploma application</u> (for name to appear in Commencement program):	03/28/2014
<u>Final examinations:</u>	5/5 – 5/9/2014

* Note: For outreach, online, and short course drop/add dates, visit Registrar's Academic webpage <http://registrar.siu.edu/>

SPRING SEMESTER HOLIDAYS

Martin Luther King, Jr.'s Birthday 01/20/2014

Spring Vacation 03/08—03/16/2014

WITHDRAWAL POLICY ~ Undergraduate only

Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit <http://registrar.siu.edu/pdf/ugradcatalog1314.pdf>

INCOMPLETE POLICY~ Undergraduate only

An 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 following the term in which the course was taken, or *graduation*, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of *F* and the grade will be computed in the student's grade point average. For more information please visit:

<http://registrar.siu.edu/grades/incomplete.html>

REPEAT POLICY

An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A,B,C,D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at

<http://registrar.siu.edu/pdf/ugradcatalog1314.pdf>

GRADUATE POLICIES

Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit

<http://gradschool.siu.edu/about-us/grad-catalog/index.html>

DISABILITY POLICY

Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements.

<http://disabilityservices.siu.edu/>

STUDENT CONDUCT CODE

http://policies.siu.edu/other_policies/chapter3/conduct.html

SALUKI CARES

The purpose of Saluki Cares 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 Cares: (618) 453-5714, or siucares@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. Emergency response information is available on posters in buildings on campus, available on BERT's website at www.bert.siu.edu, Department of Safety's website at www.dps.siu.edu (disaster drop down) and the Emergency Response Guideline pamphlet. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. *It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.*

INCLUSIVE EXCELLENCE

SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. 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/>

MORRIS LIBRARY HOURS

<http://www.lib.siu.edu/about>

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://tutoring.siu.edu/math_tutoring/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 equity 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/cp/home/displaylogin>

ADVISEMENT: <http://advisement.siu.edu/>

PROVOST & VICE CHANCELLOR: <http://pvcaa.siu.edu/>

SIU ONLINE: <http://online.siu.edu/>