
HED 101: Foundations of Human Health

Fall 2015

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Office Hours: Tuesday & Thursday, 12pm – 1:30pm

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. (2013) My Health: An Outcomes Approach, 2nd Edition

SYLLABUS

Examinations: (150 points) Written examinations (**two exams and a final exam**) will be based on textbook readings and classroom discussions and are worth 50 points each. 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. Tests are not cumulative and the final exam is not weighted any differently than Exams 1 and 2. Exams will consist mainly of multiple choice and short answer questions.

Course Assessments: (60 points) These assessments are available online, but a hard copy of the assessment must be printed and turned in.

Personal Health Assessment:

1. How Healthy Are You? (20 points) (one completed at the beginning and the end of the semester)

Four Performance Assessments:

1. Goal-Setting (10 points) (covered with Chapter 1: The Basics of Health Change and monitored for one month)
2. Stress Management (10 points) (covered with Chapter 2 & 3: Psychosocial Health)
3. Communication (10 points) (covered with Chapters 4 & 5: Human Sexuality and Reproductive Choices)
4. Decision-Making (10 points) (covered with Chapters 6 & 7: Tobacco, Alcohol, Other Drugs)

Assignments: (100 points)

1. Group Presentations (50 points) Students will be placed into groups and assigned a chapter to present to the class using PowerPoint or Prezi. Students are encouraged to use visual aids, demonstrations, or other visuals to aid their presentation. Every student must participate in the group, and a hard copy of the presentation is to be turned in with the names of the presenters.
2. Healthy Eating (50 points) Students will identify healthy eating barriers or challenges for college students. The paper will include 1 page of barriers for the on-campus student and commuter and 1-2 pages focusing on ways to improve healthy eating on campus. The paper should be 12-point font, 1-inch margins, and double-spaced.

Extra Credit Assignments: (15 points)

1. Students must attend a Wellness Workshop (5 points) presented by the Wellness and Health Promotion Services and write a reflection on the topic. You must provide proof that you attended the workshop by attaching the handout, PowerPoint, or business card of the presenter. The reflection should be 12-point font, 1-inch margins, and double-spaced.
2. Health in the News (5 points) Students must analyze health information reported in the newspapers (local or international) and write an essay on the reliability and

- validity of the health topic published. Articles can be from the Internet but must be published within the month the assignment is due. The reflection should be 12-point font, 1-inch margins, and double-spaced.
3. The Truth about Weight Loss Supplements (5 points) Student must research the various weight loss supplements and write an essay on how the supplement has an effect on the human body. The essay should include the some of the different types of supplements, where to buy them, the effectiveness, and risk of using these supplements. The reflection should be 12-point font, 1-inch margins, and double-spaced.

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 when they are absent.

Class Participation (25 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.

Grading Scale (based on 350 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: 350 final points

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Less than 60%

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.

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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.

Tentative Course Outline (and Assignments with Due Dates)

Week:	Date:	Discussion Topics:	Readings:	Assignments Due:
Week 1	8/25 8/27	Class Introductions Review of Syllabus, Determinants of Health	 Chapter 1	Health Assessment: How Healthy Are You? Due: 8/27 Syllabus Quiz
Week 2	9/1-9/3	Healthy Change/Psychosocial Health	Chapter 1-2	Goal-Setting Assessment Due: 9/3
Week 3	9/8-9/10	Psychosocial Health/Managing Your Stress	Chapter 2-3	Stress Management Assessment Due: 9/10
Week 4	9/15- 9/17	Stress/Relationships and Sexuality	Chapter 3-4	
Week 5	9/22- 9/24	Sexuality/Reproductive Choices	Chapter 4-5	Exam 1 (9/22) Communication Assessment Due: 9/24
Week 6	9/29- 10/1	Addiction and Drug Abuse	Chapter 6	
Week 7	10/6- 10/8	Addiction/Alcohol and Tobacco	Chapter 6-7	Decision Making Assessment Due: 10/8
Week 8	10/13- 10/15	NO Class 10/13 Nutrition	Chapter 8	Healthy Eating Assignment Due: 10/15
Week 9	10/20- 10/22	Nutrition/Weight Management and Body Image	Chapter 8-9	Exam 2 (10/20)
Week 10	10/27- 10/29	Weight Management and Body Image/ Fitness	Chapter 9-10	Extra Credit: Weight Loss Supplement Assignment Due:

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				10/29
Week 11	11/3-11/5	Infectious Conditions	Chapter 12	
Week 12	11/10-11/12	Infectious Conditions /Violence and Unintentional Injuries	Chapter 12-13	Extra Credit: Health in the News Due: 11/19
Week 13	11/17-11/19	Group Presentations		
Week 14	11/24-11/26	Thanksgiving Break	No Class	
Week 15	12/1-12/3	Violence and Unintentional Injuries	Chapter 13	Extra Credit: Wellness Workshop Due: 12/3
Week 16	12/8-12/10	Review for Finals		Health Assessment: How Healthy Are You? Due: 12/8
Week 17	12/14-12/18	Final Exam Week		Exam 3

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.siuc.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.

IMPORTANT DATES *

<u>Semester Class Begins</u>	08/24/2015
<u>Last day to add a class</u> (without instructor permission):.....	08/30/2015
<u>Last day to withdraw completely and receive a 100% refund</u> :.....	09/06/2015
<u>Last day to drop a course using SalukiNet</u> :.....	11/01/2015
<u>Last day to file diploma application</u> (for name to appear in Commencement program):.....	09/18/2015
<u>Final examinations</u> :.....	12/14–12/18/2015

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

FALL SEMESTER HOLIDAYS

Labor Day Holiday 09/07/2015
Fall Break 10/10—10/13/2015
Veterans Day Holiday 11/11/2015
Thanksgiving Vacation 11/25—11/29/2015

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/>

PLAGIARISM CODE

http://pvcaa.siu.edu/_common/documents/Plagiarism/Guide%20to%20Preventing%20Plagiarism.pdf

MORRIS LIBRARY HOURS

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

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 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. 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 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 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://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/>

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