

HED 101: Foundations of Human Health

HED 101-001, T/R 8:00-8:50pm, Pulliam 0039

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Office Hours: Tuesday – **10:30am to 11:30am**
Thursday – **10:30am to 11:30am**
OR
By Appointment

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

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.

Exam 1 **(100pts)**

Exam 2 **(100pts)**

Final **(100pts)**

Extra Credit Assignments: Extra credit assignments are at the discretion of the Instructor.

Attendance Policy: **25 points TOTAL** 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 TOTAL** 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 Examinations:

Exam 1 **100pts**

Exam 2 **100pts**

Exam 3 **100pts**

Assignments:

- Goal setting **25 points TOTAL**, Selecting short –Term Personal Goal
- Stress Assignment **25 points TOTAL**, Write one page paper describing stress in your life and suggest some ways to cope with them
- Self-Assessment of short term goal **25 points TOTAL**, monitoring your short term goals
- Final Assessment **25 points TOTAL**, Determine whether individual have achieved their goals or not
- Class paper: **50 points TOTAL**, Write a paper on global warming . Tell me what you know.

SYLLABUS

Grading Scale (based on 500 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: PLEASE, NO CREDIT WILL BE GIVEN FOR ASSIGNMENTS RECEIVED AFTER THE DUE DATE.

Grading Scale: **500** final points

A 90-100% = **450-500**

B 80-89% = **400-449**

C 70-79% = **350-399**

D 60-69% = **300-349**

F Less than 60% = **0-299**

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) (Suggested Format)

DATES	DISCUSSION TOPIC	READINGS	ASSIGNMENTS
Week 1 Jan 19 Jan 21	Introductions, Review of syllabus CH. 1 The Basics of Health Change	Donatelle 1.1-1.7	What is Health?
Week 2 Jan 26 Jan 28	CH. 2 Psychological Health	Donatelle 2.1-2.5; 2.7-2.10	Individual goals setting for HED 101 What are your goals in HED 101 how do you plan to achieve them.(January 29)
Week 3 Feb 2 Feb 4	Focus on Sleep	Video	

SYLLABUS

Week 4 Feb 9 Feb 11	CH. 3 Managing your Stress	Donatelle 3.1-3.12	How I cope with stress? Write one page essay describing stresses in your life and ways of coping with them.(Feb11 th)
Week 5 Feb 16 Feb 18	CH. 4 Health Relationships and Sexuality	Donatelle 4.1-4.8	Exam 1 (Chapter 1,2,&3)Feb 18
Week 6 Feb 23 Feb 25	CH. 5 Your Reproductive Choices	Donatelle 4.9-4.16; 5.1-5.14	Class discussion. Demonstration on the proper procedure for condom use.
Week 7 March 1 March 3	CH. 13 Preventing Violence and Injury	Donatelle 13.1-13.8	
Week 8 March 8 March 10	CH. 13 Preventing Violence and Injury	Donatelle 13.1-13.8	Mid-term self-assessment of HED 101 personal goals setting (Due March 10th)
Week 9 March 15 March 17	NO CLASS-Spring Break	No class	No class
Week 10 March 22 March 24	CH. 6 Addiction and Drug Use	Donatelle 6.1-6.1	Exam 2 (CH 4 – 7 and CH 13) March 24
Week 11 March 29 March 31	CH. 7 Alcohol and Tobacco	Donatelle 7.1-7.16	
Week 12 April 5 April 7	CH. 8 Nutrition	Donatelle 8.1-8.16	
Week 13 April 12 April 14	CH. 10 Personal Fitness	Donatelle 10.1-10.11; 10.15	In class activity: Demonstration of physical activities.
Week 14 April 19 April 21	CH. 11 chronic disease Focus on Diabetes.	Donatelle 11.1-.12; 11.21-.26	Semester Reflection and final assessment of personal goals for HED 101. Determine whether individual have achieved their goals or not. (April 21)
Week 15 April 26 April 28	CH. 12 Infectious Diseases CVDs	Donatelle 12.1-12.14	
Week 16 May 3 May 5	CH. 14 Environmental Health Review for Final Exam	Donatelle 14.1-14.9	Class paper due on Global Warming: (May 3)

Week 17 May 10 May 13	FINAL EXAM WEEK Monday 9 th to Friday 13 th Time: TBD	NONE	FINAL EXAM Chapters
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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.