

healthful living. The ultimate goals of this course are to enhance the student's opportunities to become a healthier person and to make students more knowledgeable, skillful and more health conscious, thus motivating them to practice a healthful lifestyle throughout their lives.

Prerequisites: None.

Credit Hours: 3

COURSE PERFORMANCE OBJECTIVES:

- a. By the end of the semester, students will have acquired health knowledge of current problems & issues that include topics such as: the **concepts of health and wellness; communication and interpersonal relationships; bio-psycho-social aspects of sexuality; mental health and stress management; food and fitness; substance abuse; and chronic and degenerative diseases, and consumerism** with a minimum of 60% proficiency as measured by periodic tests, a final examination, and a minimum of two written assignments.
- b. At the beginning of the course, students will assess their health status by developing a *pre-course* "self-appraisal" profile as measured by Wellness Worksheet #1: **Evaluate your Lifestyle**, see text.
- c. During the semester, students will modify their health behavior by engaging in a five day health promotion activity as measured by instructor provided criteria.
- d. * During the semester, students will examine the dimension of psychological health as measured by a written letter that examines and personally applies a theory of personality development.
- e.*During the semester, students will demonstrate extended knowledge of a selected health topic or problem by using the Internet and a minimal of two sources from the print literature to report their research.
- f. By the end of the semester, students will assess their health status and progress by developing a wellness post-assessment *portfolio* of the 12 assessments completed during the semester using a teacher prescribed format.

* Alternate activities may be used to reach these objectives. See Assignment list on following pages.

STUDENT OUTCOMES: The student will have:

- A knowledge base of health and health related topics
- Comparative pre and post assessment of their health status and progress
- Skills to plan and implement a health behavioral change

Methods of Instruction:

Lecture and class discussion; group discussion, online Instruction, and online testing, Blackboard instructions and tutorial will be provided.

AMERICANS WITH DISABILITIES ACT (ADA): In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, if you have a disability or think you have a disability, contact Supporting Student through Disability Services (SSDS) for information regarding programs and services to enhance student success.

Location: 2nd Floor/Lyman B. Brooks Library, Room 240

Contact Person: Marian E. Shepherd, Disability Services Coordinator

Telephone: 757-823-2014

UNIVERSITY ASSESSMENT: As part of NSU's commitment to provide the environment and resources needed for success, students may be required to participate in a number of university-wide assessment activities. The activities may include tests, surveys, focus groups and interviews, and portfolio reviews. The primary purpose of the assessment activities is to determine the extent to which the university's programs and services maintain a high level of quality and meet the needs of students. Students will not be identified in the analysis of results. Unless indicated otherwise by the instructor, results from University assessment activities will not be computed in student grades.

ACADEMIC SUPPORT SERVICES: Students will be referred and are encouraged to utilize the services of the University to include: ACCESS, First Year Experience, tutoring services available through departments, student clubs and other organizations.

Course Guidelines: *To ensure your success in this course, the following guidelines should be read regularly and followed throughout the course.*

1. Students should develop a **work and study schedule** that matches this class schedule of activities.
It is essential for students to keep up with all **announcements and due dates for assignments and tests.**
2. ALL ASSIGNMENTS must be turned in on time. Work not submitted means that a zero score is received.
3. **No make-up tests will be given.** Test dates are posted on the course calendar.
4. All work must have the appearance and quality of a college student.
5. All assignments must be typed. Work should employ good grammatical form, use originality, and show a personal understanding of concepts and ideas. Each assignment should be thorough and complete according to the guidelines given for each assignment. Avoid copying (plagiarism) from the text or from your classmates, a grade of F will be issued.

6. **EVALUATION** is based upon coverage (20%); organization, analysis, & content (70%); & mechanics (10%). Also, refer to the Grading Rubric attached to this syllabus.
7. Appropriate conduct is expected of all students while using computers and the Internet.
8. **Punctual attendance** is required for all scheduled classes and is a part of the course evaluation
9. Plagiarism and other forms of “academic dishonesty” will not be tolerated and will be dealt with in accordance with the procedures given in the University catalog and the student handbook. Plagiarism is the deliberate submission of someone else’s work as one’s own such as cheating on exams and written work.
10. All cell phones, pagers, walkman, radios, and any other portable electronic devices must be disengaged Before entering the classroom. Such distractions interfere with the teaching and learning process.
Disregard of consideration and courtesy to the instructor and other learners may warrant asking the student to leave the classroom, to be recorded as an absence.

ASSIGNMENTS: For your intellectual wellness best performance, refer to the “Course Guidelines” and the requirements for each assignment “before” and “after” completing each assignment.

➤ **HEALTH APPRAISAL PROFILE**

- a. Complete the **Wellness Worksheet 1** found in chapter 1 of your text. List and report your total score “only” for each section. Confirm (agree or disagree) the author’s interpretation of your results.
- b. Assess your interpersonal social, physical, intellectual, environmental, emotional, and spiritual wellness. (1 paragraph [pgh] for each dimension) & compare/support/refute each of your dimension’s assessment with the author’s interpretation of your **Wellness Worksheet** results.
- c. Identify which wellness dimension tends to be the strongest/weakest and state why. [2 pgh]
- d. List five personal health-promoting behaviors and 5 harmful health behaviors you currently engage in.
- e. Note which behaviors are most likely to change this semester? Later in life? Explain your reasons. [1pgh]
- f. Star * the behaviors that are also a focus of the **Healthy People Objectives for the Year 2010** (text, p. 6 Table 1-3). Identify the nation’s goal for these behaviors.
- g. For **10 bonus points**, scan your favorite personal photo or import an appropriate graphic onto your cover.

Maximum length: 4 pages

Due: 9-12-2006

Value: 100 points

➤ **PERSONALITY ASSESSMENT: A LETTER TO YOUR PARENTS OR PSYCHIATRIST**

(Comparing your chronological age with your maturity or psychological age)

- a. Using a choice of Freud’s, Maslow’s or Erikson’s theory that explains personality development or psychological maturity, identify and discuss in your letter each stage, task, or level that you have completed. Cite examples of situation or experiences that show that you have completed each stage, task, or level (according to theory selected).
- b. Identify those stages, tasks, or levels yet to be completed for full personality development or full psychological maturity, and discuss any difficulties you now experience or that you anticipate to experience in accomplishing these stages, tasks, or levels.
- c. Based upon your analysis, conclude this letter with an assessment of your psychological strengths and weaknesses along with a proposed plan of action to minimize or eradicate the weaknesses. Lastly, to determine how mature you really are, compare your psychological age (maturity) with your chronological age (number of years old).

- d. Your letter should include: a paragraph for the introduction, one for each of the five stages (Freud), one for each of the eight tasks (Erikson) or one for each of the five levels (Maslow) and one for your conclusions. In addition, if this is a business letter to your Psychiatrist, then it should contain 7 essential parts: heading (your name, address, and date); inside address, salutation, body of letter, closing, and your signature. If you write an informal letter to your parents, do not use an inside address.
Maximum length: 3 pages Due: **9-28-2006** Value: 100 points

➤ **ARTICLE CRITIQUES:** 3 Articles

Compile 3 articles dealing with personal issues from a newspaper, magazine, professional journal or internet website. The originals, or copies, must be attached to a short paragraph (5-7) sentences summarizing each article.

Due: **10-19-2006** Value: 50 points

➤ **WELLNESS ASSESSMENT PORTFOLIO**

Compile the results of the 11 health assessments completed during the semester. Submit the results utilizing the portfolio format provided by your instructor.

Maximum length: 2 pages Due: **11-16-2006** Value: 50 points

➤ **HEALTH PROMOTION: Personal Wellness Journal**

- a. Select a health behavior that you have identified as needing change from your health profile in assignment #1.
- b. Develop a plan of action to change this behavior using the guidelines of the “**5-Step Behavior Change Plan**” provided by your instructor.
- c. Execute this plan and monitor your results daily. Submit your results using the handout provided by your instructor.

Due: **11-30-2006** Value: 50 point

Course Evaluation Scale and Student Record

4 Tests	400 Points		
5 Assignments	400 Points		
Group Project	100 Points	A 999-1050	C 749-700
Class Participation	50 Points	B+ 998-950	D+ 699-649
Final Exam	<u>100 Points</u>	B 949-800	D 648-500
Total	1050 Points	C+ 799-750	D- 499-450
		F < 449	

The instructor reserves the right to revise the grading criteria as appropriate and will make reasonable attempts to notify students as time permits.

STUDENT RECORD

DATE	ASSIGNMENT	MAX. VALUE	MY SCORE
09-12	#1. Health Appraisal Profile	100	
09-28	#2. Personality Assessment	100	
10-19	#3. Article Critiques	50	
11-16	#4. Wellness Assessment Portfolio	50	
11-30	#5 Personal Wellness Journal	100	
Check dates carefully	Test #1/ #2/ #3/ #4/	100 each	
Group Project		100	
Class Participation		50	
December 4, 2005	* Final Examination	100	
	Total	1050	

IMPORTANT DATES TO REMEMBER

Last Day to Drop Course for a 100% Refund	Friday, August 25
Last Day for Late Registration/Adding Courses or Declaring Audit	Friday, August 25
Last Day to Drop Course for 50% Refund	Thursday, August 31
Labor Day Holiday (No Classes)	Monday, September 4
Fall Convocation	Thursday, September 7
Last Day to Drop a Course	Friday, October 13
Registration for Spring begins	Monday, October 23
Exit Examination of Writing Competency	Saturday, October 28
Thanksgiving Break	Thursday, November 23
Classes Resume	Monday, November 27
Classes End	Friday, December 1

SCHEDULE OF CLASS ACTIVITIES – HED 170 -01

Date	Topic/Activity	Required Readings	Assignments (DAILY) Online
8-23	Introductions: Course and Student		
8-25	- Course Introduction & Get Acquainted Activity - Course Outline Review	-- p. iii - xvi	
8-30	Health Concepts: -Traditional & Contemporary Concepts of Health	Chapter 1	-Worksheet #1 (ws)
9-01	-Health Determinants: lifestyle, heredity, environmt & cult.		
9-06	-Concept of Wellness		
9-08	-Diversity Issues		
9-13	Mental Health - Psychological Health	Chapters 3 & 2	-ws #2 & #3
9-15	- Emotional Maturity		
9-20	- Coping w/ Stress - Personality Development: Freud, Maslow, & Erikson		**Assign. #1
9-22	Review and Test #1		
9-27	Communication & Interpersonal Relationships Bio-Psycho-Social Aspects of Sexuality	Chapter 4	-ws #4
9-29	- Conception, Prenatal Development, Prenatal Care	Chapter 5-8	-ws # 6
10-04	- Male Maturation		
10-06	- Female Maturation		**Assign. # 2
10-11	Group Project : Sexuality, Pregnancy & Childbirth Group Project: Contraception and Abortion		
10-13			
10-18	Review and Test #2 Food & Fitness		Critiques Due
10-20	Group Project: Nutrition Basics	Chapters 9-11	
10-25	Group Project: Exercise for Health & Fitness		-ws #9
10-27	Group Project: Weight Management Substance Abuse		**Assign. #3
11-01	Group Project: The Use & Abuse of Psychoactive Drugs Group Project: Alcohol & Tobacco	Chapter 7 & 8	SOL Research -ws #7 -ws #8
11-03			
11-08	Test #3 Diseases: Communicable, Chronic & Degenerative	Chapter 13 & 12	
11-10	Communicable: Pathogens, Transmission & Related Dis		-ws #13
11-15	Group Project: Degenerative Arthritis & Diabetes		
11-17	Group Project: Chronic & Degenerative Asthma & Cancer		-ws # 12
11-22	Group Project: Chronic & Degenerative Cardiovascular Diseases		-ws #15
11-29	Consumerism: Health Services & Products Over-the-counter drugs, Prescription Drugs, & Herbal Rx	Chapter 15	** Assign #4
12-01	Test #4 & Course Evaluation		**Assign #5

Rubric for Course Evaluation

<p>Evaluation criteria: All assignments must be submitted on time, word processed in good grammatical form, using originality, and showing a personal understanding of concepts and ideas. Each assignment should be thorough and completed according to the guidelines given. Evaluation is based upon coverage (20%); organization, analysis, and content (80%); and mechanics (10%).</p>	<p>Grade Rating & Teacher Comments</p>
<p>Code: 4 to 0</p> <p>4. a -Work is fully covered b -well organized, c -conceptualized, d -well written, e -follows required format f -submitted punctually.</p>	<p>A/A- Exceptional; 100 - 90 Very Good; Okay +</p>
<p>3. a -Work is covered, b -organized, c -shows understanding, d -clearly written, e -follows required format, f -submitted punctually.</p>	<p>B+/B/B- Very Good; 89 – 80 Above Average; Okay</p>
<p>2. a -Work is mostly covered, b -shows some organization c –shows some understanding of ideas, d -adequately written but could be improved with use of “spell and grammar check”, e -format may or may not have been followed, f -may or may not have been submitted punctually.</p>	<p>C Average; 79 – 70 Okay -</p>
<p>1. a -Work is partially completed, b -lacks organization, c -ideas are poorly developed d -poorly expressed, Use of “spell and grammar check” highly recommended. e -format not followed. f -may or may not be submitted punctually. (Student is asked to revise and to resubmit the assignment. Highest score available is 78/C+)</p>	<p>D Poor; 69 -60 Okay --</p>
<p>0. Work is incomplete, undeveloped, poorly written, and may or may not have been submitted punctually. (Student is asked to revise and to resubmit the assignment. Highest score available is 78/C+).</p>	<p>F Below 60 Unsatisfactory</p>