



RHODE ISLAND COLLEGE

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

HED 102 – PERSONAL HEALTH

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1. COURSE INFORMATION

Catalogue: Students are introduced to personal health and wellness issues through readings, lecture, discussion and class projects. Primary focus is on basic health issues, problems, and associated health behaviors. **3 semester hours.** Offered fall, spring and summer.

<i>Learning Objective</i>	<i>Standards (RIPTS, SPA or NCATE, FSEHD Conceptual Framework)</i>	<i>How is it assessed?</i>
1. Describe the six dimensions of wellness and a wellness lifestyle in order to apply to the self, to others, and the community.	RIPTS 1 – Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the world in which we live. <i>CF: Knowledge, Pedagogy</i> Responsibility Area II – Planning	Online learning center quizzes; Class activities; Personal Assessments; Response to Topic Discussions
2. Describe eight health topic areas and their application to wellness in order to understand the dynamic relationship of each area to a wellness lifestyle.	RIPTS 1 <i>CF: Knowledge</i> Responsibility Area IV – Evaluation and Research	Online learning center quizzes; Class activities; Group Work; Personal Assessments; Response to Topic Discussions
3. Describe various adult chronic, acute, and contagious health problems in order to prevent such problems and apply contemporary solutions.	RIPTS 1 <i>CF: Knowledge, Professionalism, Pedagogy</i> Research Area II - Planning	Class activities; Group Work; Response to Topic Discussions
4. Assess one’s own personal health and wellness status using a health risk assessment in order to think more critically about personal risk factors and develop a personal plan to address one or more personal behaviors.	RIPTS 2 – Teachers create learning experiences that reflect an understanding of the central concepts, structures, and tools of inquiry of the disciplines they teach. <i>CF: Knowledge</i> Research Area I – Assessing Needs	Class activities; Group Work; Personal Assessments; Response to Topic Discussions
5. Apply behavior management strategies, personal decision making skills and behavior change in order to achieve a wellness lifestyle.	RIPTS 2 <i>CF: Knowledge, Pedagogy</i> Research Area III – Implementation	Online learning center quizzes; Class activities; Group Work; Personal Assessments; Response to Topic Discussions
6. Explain how personal health issues affecting individuals also affect the community.	RIPTS 8 – Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas. <i>CF: Knowledge</i> Research Area VII – Communication	Online learning center quizzes; Class activities; Exams, Group Work; Personal Assessments; Group Projects; Response to Topic Discussions
7. Describe how personal and community health concerns are interrelated with social, economic, and environmental factors.	RIPTS 8 <i>CF: Knowledge, Diversity</i> Research Area I – Assessing Needs	Class activities; Group Work; Personal Assessments; Group Projects; Response to Topic

		Discussions
8. Communicate to others the role of prevention to the role of treatment in reducing disease and improving health.	RIPTS 8 <i>CF: Pedagogy, Professionalism, Knowledge</i> Research Area VII – Communication and Advocacy	Online learning center quizzes; Class activities; Exams, Group Work; Personal Assessments; Group Projects; Response to Topic Discussions
9. Communicate to others various approaches to wellness.	RIPTS 8 <i>CF: Pedagogy, Knowledge</i> Research Area VII – Communication and Advocacy	Online learning center quizzes; Class activities; Exams, Group Work; Personal Assessments; Group Projects; Response to Topic Discussions
10. Develop and model a personal wellness and health improvement philosophy in order to demonstrate the worth of a wellness lifestyle.	RIPTS 10 – Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities and grow as professionals. <i>CF: Knowledge, Pedagogy, Professionalism</i> Research Area III – Implementation	Class activities; Exams, Group Work; Personal Assessments; Group Projects; Response to Topic Discussions
11. Remain updated on current health information and resources in order to communicate current health information and health information needs.	RIPTS 10 <i>CF: Knowledge, Pedagogy</i> Research Area Research Area – Evaluation	Online learning center quizzes; Class activities; Exams, Group Work; Personal Assessments; Group Projects; Response to Topic Discussions

2. COURSE TEXTS AND MATERIALS

Text: Insel, Paul M., & Roth, Walton., Core Concepts in health, 11th Edition, Brief, 2010
(A copy of the text will be on reserve in the library under “HED 102)

3. COURSE CALENDAR

<i>Day/week</i>	<i>Class topic</i>	<i>Readings</i>	<i>Assignments</i>
TU 8.31	Introduction		
TH 9.2	What is “Health”	Chapter 1	Online learning center quiz
TU 9.7	Evaluating Health and Wellness	Chapter 1	Wellness assessment
TH 9.9	Evaluating Health and Wellness	Chapter 1	
TU 9.14	Changing health Behaviors	Chapter 1	Behavior Chart
TH 9.16	Psychological Health	Chapter 3	Wellness Assessment due and Online learning center quiz
TU 9.21	Psychological Health, Stress, and Stress Management	Chapter 2&3	Online learning center quiz
TH 9.23	Stress and Stress management	Chapter 2	
TU 9.28	Stress, Cont’d	Chapter 2	
TH 9.30	Physical Fitness and Nutrition	Chapters 9, 10, 11	Online learning center quiz
TU 10.5	Physical Fitness, Con’t	Chapters 9, 10, 11	
TH 10.7	Physical Fitness, Con’t	Chapters 9,10,11	
TU 10.12	RIC Monday – no class	Chapter 4	Online learning center quiz
TH 10.14	Communication & Relationships	Chapter 4	Online learning center quiz
TU 10.21	Midterm Exam		
TH 10.21	Sexuality & Reproductive Choices	Chapters 5, 6	Online learning center quiz
TU 10.26	Sexuality & Reproductive Choices	Chapters 5, 6	Contraception Chart
TH 10.28	Personal Safety	Chapter 16	Reading
TU 11.2	Personal Safety	Chapter 16	
TH 11.4	Preventing Infectious Diseases	Chapter 13	Online learning center quiz
TU 11.9	Preventing Infectious Diseases	Chapter 13	STI Chart

WE 11.10	TH class meets today. Disease Prevention cont'd	Chapter 12	Online learning center quiz
TU 11.16	Disease Prevention cont'd	Chapter 12	
TH 11.18	COFFEE HOUSE		Assignment due
TU 11.26	COFFEE HOUSE		
TU 11.30	Substance Abuse Prevention	Chapters 7, 8	Assignment due
TH 12.2	Substance Abuse Prevention con't	Chapters 7,8	Online learning center quiz
TU 12.7	Evaluating Health – Conventional and Complimentary Medicine	Chapter 15	
TH 12.9	Review for Final Exam		

The instructor reserves the right to change the schedule. Students will be notified of any changes during class.

Additional Readings may be assigned in class.

**Inclement weather may push the exam into finals week

4. REQUIREMENTS

Communication – Expect to communicate with the course instructor through your RIC email.

Attendance - This class relies on students' participation in discussions and activities. If a student is absent, he/she cannot participate and build the necessary trust for a comfortable exchange. The discussion is also an opportunity for each student to demonstrate her or his knowledge of the assignments and preparedness for class.

Life happens and emergencies arise! To accommodate these unexpected situations, the attendance policy allows for 2 absences. Please DO NOT interpret this to mean that you are expected to be absent twice!

Students' final grade will be impacted by attendance as follows:

- 0-2 absences= no effect on grade
- Absences after 2 will result in a 3 point deduction from the final grade

Consistent tardiness and early exits will be considered in this scale.

Additionally, students will not be considered present if sleeping, text messaging, or participating in any other inappropriate classroom behaviors. Class will not be interrupted to remind students of this policy. Violations will simply be noted by the instructor. Please discuss any concerns with the instructor.

Mobile phones should be stored in a bag or backpack at all times during class.

Participation - The success of this course is dependent on the contributions provided by each class member whether in face-to-face discussions or in an online environment. Each student is expected to thoughtfully participate in class discussions and activities with an open mind. Considering that some topics covered in class may be of a sensitive nature, it is expected that each student use discretion when making personal statements about his or her behaviors. Similarly, students should never share personal information about another person unless done in an anonymous fashion and it is relevant to class discussion.

Preparedness – In many cases, class time will be spent analyzing, synthesizing, and evaluating material from the required reading rather than restating the information. Therefore, it is vital that each student complete the readings due for each class. In an effort to make the work load manageable, the 'brief' edition of your text has been chosen for this course.

In addition to completing the reading, it is strongly suggested that students make use of the online learning center related to our text. This can be accessed at the following web address: www.mhhe.com/insel11e. Click on the student edition and select chapters as needed.

Exams - Two exams will be given. Exams are designed to measure knowledge and skills related to health content covered in the readings and during class. The format of the exams will likely be a combination of objective-style (multiple choice, true-false, matching) and subjective (open-ended) questions. The second exam will not be cumulative. Keep in mind that only a portion of the content from the readings is covered during class. Material from any reading assignment may be on the exam. Please ask questions to clarify any material.

Assignments - Each student will complete the following assignments. Assignments will be turned in at the beginning of the class on the due date. All written assignments must be word-processed, double-spaced with one inch margins and a size 12 font. Spelling and grammatical errors should be eradicated. *Late assignments will be accepted for no more than half credit.*

A1: Wellness Profile / Health Risk Assessment: The internet can be a valuable source of health information; it can also be a source of misinformation. This activity is designed to give you an opportunity to explore health assessment tools available online and determine their value. From the World Wide Web, locate a free health risk appraisal or wellness profile website and complete the assessment. You may select from the assessment tools linked in the student edition of the online learning center for our text. You can access the center at the following web address: www.mhhe.com/insel11e. Find the online wellness assessment tools under the Internet Activities section of chapter 1.

After you complete the survey, print out your results and spend some time contemplating the process as well as the outcome. Prepare a 2-3 page reflection of the experience. Consider the following questions: What did the health risk assessment tell you? Do you agree with the results? Was the outcome different from what you expected? What actions might you take as a result of the experience? Do you feel this instrument provides an accurate depiction of one's health status? Why or why not? Please elaborate and think critically in developing your reflection. You will not be penalized for possessing unhealthy habits!

A2: Online Discussion: 'SMASHED'. After reading the selection of "Smashed: Story of a Drunken Girlhood", class members will participate in an online discussion. Each class member will be required to respond to at least 1 discussion thread and respond to at least 2 classmates' posts.

It is expected that responses are thoughtful, meaningful, and provide evidence that the assigned reading has been completed. More information about the format of the discussion will be provided in class.

A3: Coffee House Project: Students will have an opportunity to analyze the messages found in media about health in our society. Use of critical thinking skills, collaboration, and creativity will be required to accomplish the tasks of this project. Students will work in groups of 3-4 people. Please see the attached handout for more information.

Coffee House Project

This project was designed to give students an opportunity to analyze the messages found in media about health in our society. Students will be required to use critical thinking skills, collaboration, and creativity to accomplish the tasks of this project. Students will work in groups of 3-4 people.

A: THEME - Each group will choose a health-related theme and sign up with the instructor. No specific theme will be used more than twice. Assignment will be based on a first come - first served basis.

B: DIGITAL ARTIFACTS - Each group will collect 6-8 digital media artifacts. The artifacts will convey a message related to the health theme. Artifacts may include (but are not limited to) songs, music videos, video clips from movies or television, poetry readings, and YouTube clips. Supporting documentation must be provided for each artifact. For example, if a song is chosen, the lyrics must be provided. If a clip from a TV show is selected, please provide a brief synopsis of the show and the episode. Always cite the source.

C: CONNECTIONS - Along with each artifact, the group should include one paragraph that explains the song's connection to the theme. Keep in mind that the connection may be a health-enhancing or a health-detracting message. Sources must be cited.

D: ANALYSIS - The group will choose one artifact from the collection to analyze deeply. Prepare a 2-3 page paper to discuss the message embedded in the artifact and the connection to the chosen theme. SPECIFIC, cited references to the course text should be made. Explain how viewers/listeners could learn from this artifact. Feel free to use additional sources in this endeavor as long as appropriate credit is given.

E: ARTWORK - The group will create artwork for a DVD / CD cover for the collection. The cover must include some graphic depiction that symbolizes the common theme of the artifacts, an original title, and a list of the included artifacts and the involved artists. Be creative!

F: REFLECTIONS - *Each group member* will prepare a 1-2 page personal reflection on this experience. Discuss what you learned from working on this project, why you feel this theme was important to investigate, how your health might be impacted from this experience, how you might change the project, good experiences that arose from working with the group, etc... Each person must be sure to include his or her name on the reflection.

G: PRESENTATION - Each group will share findings with the class during a short (10-15 minutes) presentation at our Coffee House. Using a presentation program such as power point or movie maker, the group will share their chosen theme and explain why it was important to investigate. They will explain what the group learned while exploring the artifacts related to the theme and share the list of artifacts with the class along with some examples. The DVD/CD cover artwork will also be displayed and explained to the class. The presentation should be creative, interesting, and engaging to the audience!

H: BINDER - All components will be turned in as a uniform document contained in a small three-ring binder. The binder should be organized and easy to navigate. Tabs should separate the components of the project.

Grading & Requirements	Due Date	Points
1. Exam 1	10.20	100
2. Exam 2	**12.13	100
4. Wellness Profile Reflection (A1)	9.20	50
5. Coffee House Project (A2)	11.24	75
6. SMASHED discussion (A3)	12.6	50
7. Class Participation & Preparedness	Constant!	25
Total:		400

Late Assignments: Assignments turned in late will be awarded no more than half credit. Assignments are expected at the beginning of the class, unless you have made arrangements in advance with the instructor. Please discuss any concerns with the instructor.

Grading Scale:

A = 100-94%	B+ = 89-87%	C+ = 79- 77%	D+ = 69-67%
A- = 93-90%	B = 86-84%	C = 76-74%	D = 66- 64%
	B- = 83 – 80%	C- = 73- 70%	D- = 63-60%
			F = 59% and lower

5. RIC POLICIES

A Note about Academic Integrity & Academic Dishonesty

Academic integrity is the foundation of the academic community. Students who violate College rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure or removal from a course, disciplinary probation, and/or dismissal from the College. Individual schools may have additional standards and policies related to academic honesty.

(a) Examples of Academic Dishonesty include (but are not limited to):

- Cheating: intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.
- Fabrication: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Plagiarism: intentionally or knowingly representation the words or ideas of another as one’s own in any academic exercise. The following are examples of plagiarism:
 - Word-for-word plagiarism: This includes (a) the submission of another student’s work as one’s own; (b) the submission of work from any source whatever (print or electronic) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another’s work without proper use of quotation marks.
 - Patchwork plagiarism: This consists of a piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people’s words does not constitute original work.

- Unacknowledged paraphrase: It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference within the text of the paper (e.g., the above paragraphs are based largely on Sears, Harbrace *Guide to the Library and Research Paper*, p. 39)

Many facts, ideas and expressions are considered to be in the public domain or general knowledge and need not be acknowledged (e.g., the fact that the Declaration of Independence was signed in 1776; the idea that universal public education is essential to the survival of democratic institutions; such proverbial expressions as "a rolling stone gathers no moss," or "New York is a great place to visit, but I wouldn't want to live there,") but as a general rule, when one is in doubt, it is best to acknowledge the source.

- Collusion: facilitating academic dishonesty intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- Deception: Providing false information to an instructor concerning a formal academic exercise, e.g. giving a false excuse for missing a deadline or falsely claiming to have submitted work.
- Sabotage: Acting to prevent others from completing their work. This includes cutting pages out of library books or willfully disrupting the experiments of others.

Multiple Submissions: Submitting for credit, when a student has not been given permission to do so, any work that is the same or substantially the same as work that has been submitted for credit in another course. Many professors allow re-working or building on prior work; however, multiple submissions are permitted only with the prior permission of the instructor(s), and only when the student acknowledges the multiple submission in the work itself.

Request for Reasonable Accommodations for Students with Disabilities: <http://www.ric.edu/disabilityservices/faq.php>