

HOWARD UNIVERSITY
DEPARTMENT OF HEALTH, HUMAN PERFORMANCE & LEISURE STUDIES
Health Science (Spring 2014)
Course HHPL 159 (1 credit)

Instructor: Deneen Long-White, PhD, CHES
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Office: G-13
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Office Hours: Monday & Wednesday 1:00pm-
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Classroom: Burr 2013

CRN# 14500 Section 02 9:10am-10:00am
CRN# 14195 Section 01 10:10am-11:00am

Course Description

This course is designed to promote healthier living through scientific knowledge of the six dimensions of health: physical, social, intellectual, emotional, environmental, and spiritual. Specific topics include but are not limited to: stress, nutrition, weight management, diabetes, contraception, intimate relationships, HIV infection, drugs and alcohol.

Course Objectives

Upon completion of the course, students will be able to:

1. Describe the six dimensions of health and the wellness continuum;
2. Utilize scientifically based information in taking responsibility for their health and wellbeing as demonstrated through a lifestyle change implemented during the semester; and
3. Analyze the relationship between personal decision making and behavior change as it relates to specific health issues.

Required Textbook

Donatelle, Rebecca J., Health: The Basics, 10th edition, San Francisco: Pearson-Benjamin Cummings. Students are permitted to use the 8th or 9th edition but will be held responsible for any updated information found in the 10th edition. This textbook is also available in an electronic format. Students are also encouraged to purchase the online edition to lessen our carbon footprint.

Course Requirements

1. Students are expected to attend each class **and** to be punctual.
2. Students are required to complete all reading assignments and be prepared to discuss these in class. Participation in class is important because it allows you to evaluate and clarify points made in the text. By sharing our questions and ideas we will learn from each other and make this class much more enjoyable.
3. Students must satisfactorily complete all assignments and examinations on the **due date**. Any missed assignments that are not justified by a medical excuse will **have 50% taken** off the total grade and **must be turned in during the next class session**; if not, no credit will be given for the assignment. **See below for the policy on exams and quizzes.**

Examinations and Quizzes

Two (2) examinations and one (1) quiz will be given. **No make-up will be given without a written medical excuse!**

Self Assessment

Each student is required to complete the **Chapter 1 Self Assessment Interactive Assess Yourself How Healthy Are You?** online assessment found at http://wps.aw.com/bc_donatelle_health_8/79/20435/5231606.cw/index.html and **email the results to your instructor at the following email address: long.deneen@yahoo.com. Be sure to include your name and section number on the same line as your name.**

Directions for accessing the online Self Assessment:

- Click on link provided above (or copy and paste it on the internet address line and press return)
- Look to the **left** of the screen
- Click on “Self Assessment”
- Click on “Interactive Assess Yourself” (**not** the “Interactive Worksheets”)
- Click on “Self Assessment Interactive Assess Yourself: How Healthy Are You”
- Once you complete the assessment **email the results to your instructor at the following email address: long.deneen@yahoo.com. Be sure to include your name and section number on the same line as your name.**
- **Keep a screen shot of the last page for your records.**

Health Behavior Change Journal Entry

During the first two weeks of the course we will learn about making health behavior changes. As a result you will be expected to select a (**meaning ONE**) health behavior that you would like to change during the course of the semester. Monthly, using **Blackboard’s JOURNAL feature**, you will write an entry on your progress. **Do not email the journal to the instructor unless you have notified her IN ADVANCE that you are having problems with Blackboard and she has given you permission to submit the assignment via email. All** entries must be posted to Blackboard. During the semester you will be responsible for entering three (3) reflections of your journey to making the one health behavioral change that you have selected. The entries should be insightful, substantive and include principles discussed in class and/or in the textbook/readings. Each entry is worth 20 points. Below is a scoring breakdown for the Journal Entries:

18-20 points:

- A minimum length of **500-800** words per entry (1st journal) and **250-500** words per entry (2nd and 3rd journal).
- Discussion is substantive and relates to key principles (i.e. terms, concepts) discussed either in class and/or in the textbook.
- Is submitted according to the deadlines in the course schedule.
- Language is clear, concise, and easy to understand. Uses terminology appropriately and is logically organized

16-17 points:

- A length of **300-500** words per response (1st journal) and **100-250** words per response (2nd and 3rd journal).
- Makes reference to key principles, but is not well developed or integrated in the entry.
- Submitted according to the deadlines in the course schedule.
- Is adequately written, but lacks insight into the concept of health behavioral change; may need to be read two or more times to be understood.

10-15 points

- Response is less than **300** words (1st journal) and **100** words (2nd and 3rd journal).
- Contains no reference to key principles; if key principles are present, there is no evidence the learner understood principles, or key principles are not integrated into the response.
- Response is not submitted by due date.
- Poorly written; terms are used incorrectly; instructor cannot comprehend student's ideas after repeated readings.

Journal entries **do not** have to focus on a physical health behavior. Your behavioral change can be anything from one of the six dimensions of health discussed in Chapter 1 (see pages 6-8). **Students who score high on the first journal assignment are those that provide a substantive discussion of (1) what change they have chosen to address; (2) why they have chosen this behavior to change; and (3) how they will make this change including key principals from Chapter 1 such as motivation and readiness to change, factors that influence behavior change, behavior change techniques, barriers and strategies to overcome barriers, rewards, measurable steps to the change etc.** All entries must be in narrative form. A good template for the first journal entry can be found on page 19 in the 10th edition of the textbook. A similar template can also be found in earlier editions. The last two journal entries should provide updates on your progress **including** but not limited to barriers to your behavior change and what you did (or did not do) to overcome those barriers, key successes, advice to others, any rewards that you have given yourself as a result of achieving the mini goals along the way to reaching your ultimate goal, etc. The last journal should also include advice you would give to someone who is seeking to make the same behavior change as you. As always your entries should reflect the college scholars that you are (logically organized in language that is clear, concise and easy to understand). **On the Title Line for each of your journal entries put the journal number, and your name for example journal one's title on the Title Line would be: Journal Entry #1 – Jane Doe. All journals should be posted in Backboard (Bb) under the Journal feature.**

*****Late Journal Entries (those entered after the due date up to the end of the next class session) will be accepted but there will be a 50% reduction in your grade.*** Journal Entries submitted after that time will receive a zero.**

Evaluation

The final grade will be calculated as follows:

Self Assessment	20 points	269 - 300 points = A
Journal Entries	60 points	239 - 268 points = B
Examinations (2)	200 points	209 - 238 points = C
Quiz (1)	<u>20</u> points	179 – 208 points = D
	300 points	0 – 178 points = F

Pre-Test and Post Test

A pre and post test will be given during the first and last week of class to help ascertain the knowledge gained during the semester. **Neither score will be calculated in your final grade.**

Writing Matters

Writing is an essential tool for thinking and communicating in virtually every profession. Therefore, in this course I expect you to produce writing that is not only thoughtful and accurate, but also organized, clear, and consistent with the rules of Standard English. If your writing does not meet these standards, I may deduct points or ask you to revise. For assistance with your writing, go to the student section of the Writing across the Curriculum (WAC) website <http://www.cetla.howard.edu/wac/students.aspx>.

Cell Phones, iPods and Other Electronics

All cell phones should be placed on vibrate or turned off during class. If you must answer your phone or respond to a message, please do so out in the hallway. Absolutely NO cell phones or other electronics can be used or out during a test or quiz. This includes excusing yourself to answer a text or call during a test or quiz. Students are encouraged to bring their laptops and iPads to class to view the lecture online as this will help reduce our carbon footprint when it comes to printing out the powerpoint slides.

Course Schedule

January	13	Orientation & Course Overview Pretest (will be available until 1/15/2014 8:30am)
	15	Accessing Your Health (Chapter 1)
	20	Holiday (MLK birthday) No Class
	22	Chapter 1 continued
	27	Managing Stress and Coping With Life's Challenges (Chapter 3)
	29	Chapter 3 continued Self Assessment: How Healthy Are You? (Due by the end of class)
February	3	Promoting and Preserving Your Psychological Health (Chapter 2)
	5	Chapter 2 continued Journal Entry 1 (Due by the end of class)
	10	Chapter 2 continued
	12	Summary
	17	Holiday (President's Day) No Class
	19	Test 1 (Chapters 1-3)
	24	Building Healthy Relationships and Understanding Sexuality (Chapter 5)
	26	Chapter 5 continued
March	3	Chapter 5 continued
	5	Considering Your Reproductive Choices (Chapter 6 p. 168-186) Journal Entry 2 (Due by the end of class)
	8-16	Spring Break
	17	Chapter 6 continued
	19	Quiz (Chapters 5 and 6)
	24	Eating for a Healthier You (Chapter 9 p. 265-288)
	26	Chapter 9 continued
	31	Reducing Your Risk of Cardiovascular Disease and Cancer (Chapter 12 p.364 – 408 includes Focus on Minimizing Your Risk for Diabetes section)
April	2	Chapter 12 continued

7	Chapter 12 continued Journal Entry 3 (Due by the end of class)
9	Sexually Transmitted infections (Chapter 13 p.423 – 435)
14	Chapter 13 continued
16	Chapter 13 continued
21	Summary Post Test (online) Course Evaluation (online)
23	Test 2

**** Mid-term status reports are due on March 6, 2014.**

**** The last day to withdraw from class is April 4 2014.**

The instructor reserves the right to make adjustments to the course schedule. All adjustments will be announced during class. It is the student's responsibility to keep up with these adjustments.

HOWARD UNIVERSITY POLICY AGAINST SEXUAL HARASSMENT AND GENDER-BASED DISCRIMINATION IN EDUCATION PROGRAMS AND ACTIVITIES (Approved by the Board of Trustees June 5, 1999)

POLICY STATEMENT

Howard University (the "University") reaffirms its commitment to provide opportunities in education and employment free from illegal discrimination based upon gender, sexual orientation, or marital status. In furtherance of this commitment, the University strives to maintain an environment in which all members of the University Community are: (a) judged and rewarded solely on the basis of relevant factors such as ability, experience, effort, and performance; and (b) provided conditions for employment and educational pursuits that are free from gender-based coercion, intimidation, or exploitation.

It is also the policy of the University not to discriminate on the basis of gender in the education programs and activities that it operates. Such discrimination is a violation of Title IX of the Education Amendments of 1972, as amended ("Title IX"), and its implementing regulations (34 CFR Part 106).

In addition to violating Federal and local law, sexual harassment can result in both physical and psychological harm to victims, while corrupting the positive work and academic environment the University strives to maintain. Therefore, sexual harassment on the part of any member of the Howard University Community shall not be tolerated under any circumstance or condition.

The University considers all allegations of sexual harassment to be extremely serious matters. Every complaint of sexual harassment submitted to the University in accordance with this Policy will be reviewed and investigated.

Students with Disabilities: (according to the American Disabilities Act) Howard University is committed to providing an educational environment that is accessible to all students. In accordance with this policy, students in need of accommodations due to a disability should contact the Office of the Dean for Special Student Services for verification and determination of reasonable accommodations as soon as possible after admission to the University, or at the beginning of the semester. [The Dean of the Office for Special Student Services, Dr. Elaine Bourne-Heath, may be reached at 202.238.2420.](mailto:elaine.bourne-heath@howard.edu)