

**Department of Applied Health (AH)
Southern Illinois University at Edwardsville (SIUE)**

Instructor Information

Name: Dawn Aldrich, MS

Office: Founders Hall 1110

Office Hours: by appointment

*E-mail: daldric@siue.edu is the best way to reach me, I typically respond within 24 hrs

Office phone: 618-650-2399, during winter term I will not be in my office to answer calls to this number

Time and Place for Class Meetings

This class meets entirely online. There are NO face to face meetings.

Required Text Book and Other Readings

Donatelle, R.J. (2017). *Health: The Basics, 12th Ed.* San Francisco: Pearson.

OBTAIN EITHER IN PERSON OR CONTACT TEXTBOOK SERVICES TWO WEEKS IN ADVANCE OF CLASS. <http://www.siue.edu/muc/textbooks.shtml>

Additional course materials will be posted on Blackboard. Students are required to access Blackboard daily, as new material will be uploaded often and students are responsible for online material.

Course Description

This course is designed to give an overview of relevant personal health topics and provide an opportunity to apply the information learned in the course. The goal is to supply you with the tools you need to affect the health of yourself, others and your community. You will learn by doing!

Although this is an online class, you will be engaging in many activities, which will weigh heavily on calculation of your grade.

Course Objectives

1. Understand the significance of self-responsibility in minimizing negative lifestyle habits and enhancing positive lifestyle habits;
2. Recognize that health is much more than just "feeling OK," and that it involves the need for a multi-dimensional approach to wellbeing - physical, emotional, and spiritual health balance;
3. Possess factual knowledge and skills that allow you to make informed decisions about your health practices.
4. Develop a sound basis from which you can make health decisions consistent with your beliefs and values.
5. Identify campus resources to support your own physical, mental, social and spiritual health.

Successful completion of PBHE 111 prepares you by addressing the following public health domains: Analytical/Assessment Skills, Cultural Competency Skills, Public Health Sciences Skills.

COURSE POLICIES

Attendance: The attendance policy is based upon the university guidelines, which states: Upon registration, students accept the responsibility for attending classes and completing course work. It is the responsibility of students to ascertain the policy of instructors with regard to absence from class, and to make arrangements satisfactory to instructors with regard to missed course. Deadlines are listed in your course schedule and will be announced by your instructor. Assignments must be turned in at the beginning of class on the day they are due or unless otherwise specified by the instructor. **Late assignments will not be accepted.**

Discussion of Graded Assignments: Success in this course requires thoughtful self-evaluation of your performance. When you discuss grades with your instructor, be prepared to make a well considered case regarding the evaluation. Your argument must be related to your assignment as presented, and based on how it compares with the criteria for the assignment (not how you think it compares with someone else's work or how it will affect your GPA). Discussions about particular assignments should occur within ONE WEEK of receiving the evaluation.

Changes to the syllabus and/or schedule may be made at the instructor's discretion and if circumstances require. It is your responsibility to note these changes when announced.

Academic Integrity: University standards regulating academic integrity (e.g., cheating, plagiarism, etc.) are strictly enforced. Infractions may result in a zero for the assignment or a failing grade in the course. Plagiarism is a serious offense in this course. Using copyrighted graphics, clip arts, words, and ideas of others is borrowing something from those individuals. It is always necessary to identify the original source of those materials; you must cite the source of any material, quoted or paraphrased, used in your projects. The absence of this documentation constitutes plagiarism – a serious academic and professional offense. Proper documentation requires a bibliography of any outside materials you have consulted including both traditional sources and on-line sources. Serious infractions of these rules will result in a failing grade in the course. These standards may seem subtle, so feel free to ask if you have questions or concerns. For more information visit --<http://www.siue.edu/policies/1i6.shtml>.

Accommodating Disabilities: If you have a documented disability that requires academic accommodations, please go to Disability Support Services for coordination of your academic accommodations. DSS is located in the Student Success Center, Room 1270; you may contact the office to make an appointment by calling (618) 650-3726 or sending an email to disabilitysupport@siue.edu. Please visit the DSS website located online at www.siue.edu/dss for more information.

Classroom Civility: People and ideas must be treated with respect. A relaxing and safe environment will be created for all individuals in this class. Projects that reflect hate or disrespect against any particular group of people based on ethnicity, sex, sexual preference, or any other group affiliation will not be tolerated. In addition, please avoid disruptive behavior that makes it difficult to accomplish our mutual objectives.

Note: Students who violate student civility and classroom decorum will be subject to University sanctions for student civility listed in the **Student Conduct and Student Grievances: Rights and Responsibility Policy**. Students who violate appropriate student conduct code will be asked to leave the classroom in order to protect the rights and safety of all students. If asked to leave the class, you will be counted absent. In some extreme cases or repeated offenses, students will be subject to an immediate failure of the assignment or course OR permanently withdrawn from the course.

COURSE POLICIES

Grading Policy, Assessments, and Outline

It is vitally important that our online classroom environment promote the respectful exchange of ideas, including being sensitive to the views and beliefs expressed during online discussions. Your success in this course will depend on your communication, consistent engagement and active participation in all course activities. Success in this course requires that you adhere to the deadlines given below as you complete assignments, discussions and other course activities. Timely participation in online discussions is very important and is not optional. You are expected to post and reply to discussions in a timely manner consistent with the requirements contained within the course syllabus and discussion rubric.

An online student is expected to:

- Participate in the virtual classroom every day during winter term
- Be able to use terminology properly
- Be able to complete assignments on time – the Internet can go down just before assignments are due – do not wait until the last minute to submit assignments
- Enjoy communicating in writing
- Be self-motivated and self-disciplined
- Accept critical thinking and decision making as part of the learning process
- Be able to think ideas through before responding
- Contribute your ideas, perspectives, and comments to course discussions
- Be willing to “speak up” if problems arise
- Be able to apply what you learn
- Be open minded about sharing life, work, and educational experiences as part of the learning process

Grading Policy, Assessments, and Outline

The following projects and assignments are designed to help us realize our goals for this course:

Reading Quizzes (130 points): For each chapter assigned, you will have a timed, online reading quiz to complete (13 chapters x 10 pts). Read the chapter and takes notes before starting the quiz. Reading assignments cover the entire chapter, including the “Focus On” sections at the end of some chapters – be sure to read these. No late quizzes will be accepted. Do not wait until the last minute to submit.

- All quizzes for the course will be available the first day of class.
- Pay attention to quiz due dates- quizzes will not be accepted once deadline has passed.
- All quizzes ask 10 randomly selected questions worth one point per question.
- Opportunities for extra credit will be available on some quizzes.

Discussion Board (60 points): You will be asked to author an original discussion board post AND respond to one classmates’ posts on a topic to be determined. Please see the grading rubric on Bb. Each discussion board post will be worth 20 points (10 points for original post, 10 points for writing a response post). Please refer to the grading rubric for discussion board post.

- Discussion posts must be submitted by Mondays at 11:59pm.
- Response posts must be submitted by Fridays at 11:59pm.

Grading Policy, Assessments, and Outline continued...

The following projects and assignments are designed to help us realize our goals for this course:

Course Activities (140 total points): Throughout the course you will be asked to complete health lifestyle engagement activities for a total of 140 points. These activities correspond to the content covered in the course and are designed to help you seek out and engage with resources on campus and/or in your community. Note that you will not be able to complete more for extra credit. You will submit these on Bb at various due dates on the schedule.

Week #1 Activities

Watch Documentary and React (20 points)

Watch documentary Let's Talk About Sex (62:40 mins) at <https://www.youtube.com/watch?v=6TsEBgyanb0> or you can watch via Netflix or Hulu—just search for the title.

After watching the documentary, reflect/react to THREE take aways from the film. Why did you select those items? Submit in the Assignments link in Bb.

Sleep Log and Analysis (40 points)

Follow the directions to register and track your sleep for three days using the sleep diary you will find at <https://www.thebettersleepproject.com/sleep-diary/>

When you have completed the 3 days, look at your Diary Results under the Sleep Diary heading. Highlight and copy everything from the “Factors that Can Affect your Sleep” to “All Your Sleep Times” and paste into a .doc or .docx document in LANDSCAPE orientation. This will include everything but the graphs. Below this on your document, write a one page reaction to the results, discussing your sleep habits, their effect on your health (both what you feel and what your text indicates), specific sleep habits you could change (again, you should refer to your text or other sources for ideas) and your experience with this activity. Save this in ONE document with your name on it and submit in the Assignments link in Bb.

Week #2 Activities

Alice Q & A (20 points)

Go Ask Alice from Columbia University is one of the BEST resources for health information for college students. Browse their Q&A Library's alcohol and other drugs section at <http://goaskalice.columbia.edu/> to find a question that interests you. Before reading the answer, think “How would I answer this?”. Then read Alice's answer. How did your answer and Alice's answer differ? How were they the same? What did you learn? Submit the answers to these questions (along with a cut-and-paste of Alice's question and answer) to the Assignments link in Bb.

Blood alcohol calculator exercise (10 points)

These can be found in many apps (try or R-U Buzzed, iDrank, or DrinkControl) or you can use the online one here: <http://bloodalcoholcalculator.org/> After using this tool, submit a summary on the Bb link telling me your biological sex, weight, the maximum number of drinks you can have in a four hour period while staying below a .08 blood alcohol level and how many drinks you would need to be just around .20 blood alcohol level. Also list what specific psychological and physical effects you would be likely to have if your BAC reaches 0.25 and above.)

Week #3 Activities

Nutritional Assessment (50 points)

Access your nutrient input for at least 4 days using a nutritional assessment app/website of your choice (<http://www.myfitnesspal.com>, <http://www.sparkpeople.com>, <https://www.supertracker.usda.gov/default.aspx>, <https://www.loseit.com>). You will be using this tool to assess your eating habits, so use the program you know or one that looks the most user-friendly. Whatever app you use, you must be able to save an electronic copy of your nutritional analyses to turn in. I recommend you input your daily food intake on an app and transfer results to a computer.

Using the information from your tracker and your textbook, analyze your eating habits, making sure to include answers to the questions below.

1. Describe the patterns that you see in your eating habits (be specific).
2. Is this a typical diet for you? Why or why not?
3. What was your intake for (calories, protein, carbs, fiber, total fat, saturated fat, calcium). What is the recommended amount for you?
4. What surprised you about your nutrient analysis?
5. What changes, if any, would you like to make to your diet?

GRADING POLICY: Your PBHE 111 grade will be based entirely upon the total number of points you earn during the semester. Your final grade will be based on a 90, 80, 70, 65% scale and there is NO ROUNDING!

Assignments (course activities)	140
Quizzes (13 quizzes x 10pts each)	130
Discussion Board (3 posts x 20pts each)	60
Total	330

Grading Scale

297-330 points = A
264-296 points = B
231-263 points = C
198-230 points = D
Under 197 points = F

Week	Assignments, Readings, Chapter Quizzes
Week #1: 12/16-12/20	<p>Read Chapters 1-5</p> <p>Complete Quiz for each Chapter (1-5) by Friday, December 20 by 11:59pm</p> <p>Discussion Board #1 Due - Monday, December 16 by 11:59pm</p> <p>Discussion Board #1 Response Due - Friday, December 20 by 11:59pm</p> <p>Course Activity #1 Due - Friday, December 20 by 11:59pm</p>
Wednesday, 12/25	<p style="text-align: center;">Merry Christmas</p>
Week #2: 12/23 - 12/27	<p>Read Chapters 6-9</p> <p>Complete Quiz for each Chapter (6-9) by Friday, December 27 by 11:59pm</p> <p>Discussion Board #2 Due - Monday, December 23 by 11:59pm</p> <p>Discussion Board #2 Response Due - Friday, December 27 by 11:59pm</p> <p>Course Activity #2 Due - Friday, December 27 by 11:59pm</p>
Wednesday, 1/1	<p style="text-align: center;">Happy New Year</p>
Week #3: 12/30 - 1/3	<p>Read Chapters 10-13</p> <p>Complete Quiz for each Chapter (10-13) by Friday, January 3 by 11:59pm</p> <p>Discussion Board #3 Due - Monday, December 30 by 11:59pm</p> <p>Discussion Board #3 Response Due - Friday, January 3 by 11:59pm</p> <p>Course Activity #3 Due - Friday, January 3 by 11:59pm</p>