

UNIVERSITY OF NORTH ALABAMA
DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND RECREATION

COURSE NUMBER: HPE 213
COURSE TITLE: Foundations of Health
SEMESTER HOURS: 3 semester hours
PREREQUISITES: None
REVISED: September 2012

Foundations of Health

CATALOG DESCRIPTION: This course explores personal and community health problems, including nutrition, mental health, safety, stress management, prevention of diseases, mood modifiers, medical and dental services, and degenerative diseases.

TEXT: Insel, Paul M. & Roth, Walton T. (2012). *Connect core concepts in health, 12th edition, brief*. New York, New York: McGraw-Hill.

COURSE OBJECTIVES: At the completion of this course the student will be able to:

- Define the six dimensions of wellness and a wellness lifestyle.
- Describe the steps in creating a behavior change/management plan.
- Critique health information sources.
- Describe what it means to be psychologically healthy and list problems to achieving psychological health
- Explain how to develop and maintain psychological health.
- Define stress, common stressors, the relationship between stress and disease and strategies for managing stress.
- Describe aspects of an intimate relationship including pairing, marriage and family life.
- Define types of communication, communication skills, and techniques for dealing with communication issues.
- Describe the structure and function of the female and male sexual anatomy.
- Explain the changes in sexual functioning that occur across the lifespan and the various ways human sexuality can be expressed.
- Describe pregnancy from conception through birth, including physical and emotional changes/phases of mother, father and child.
- List and describe types of contraception including effectiveness, advantages, and disadvantages.
- Define and discuss the concepts of addictive behavior, substance abuse, and substance dependency and their effects on society.
- Describe alcohol's effects on the body and the immediate and long-term effects of drinking alcohol.
- Define alcohol abuse, binge drinking, and alcoholism and discuss their effects on the drinker and others.

- List responsible drinking strategies and safety issues associated with alcohol consumption.
- List the reasons people use tobacco and the health risks of tobacco use.
- List the essential nutrients and their functions in the body.
- List guidelines for choosing a healthy diet, special diets needs, and choices to reduce the risk of disease.
- Define physical fitness, the benefits of physical activity, and the components of a comprehensive fitness program.
- Describe health risks associated food issues, factors that contribute to weight problems, and ways to address them.
- List and describe the major components of the cardiovascular system and how they work.
- Describe types of cardiovascular disease and the controlled and uncontrolled risk factors associated with CVD.
- Define cancer and how it spreads.
- List specific actions to take to reduce chronic disease risk.
- Describe the process by which infectious diseases are transmitted and how the immune system responds to them.
- List and describe the most common infectious illnesses found on college campuses and ways to prevent them.
- Describe physical and mental changes that often occur as people age and strategies for healthful aging
- Describe the dying/death process and coping with loss.
- Describe self-care options, physician-care options, and utilizing decision-making skills when making choices concerning the two.
- List and describe complementary and alternative medicine options.
- Explain safety issues on campus and develop and personal safety plan to specifically address these concerns.
- List and describe current environmental health problems.
- Outline strategies that individuals, communities, and nations can take to preserve and restore the environment.

PROFESSIONAL STANDARDS AND ASSESSMENT:

Content included in this course fulfill Alabama Physical Education Knowledge and Ability Standard 290-3-3-33

- (2)(a)1.(vii) Physiological principles of physical activity, including biological sciences pertaining to the structure and function of the human body, human movement, and wellness (exercise, nutrition, and health-related fitness).
- (2)(b)2. Achieve and maintain a health-enhancing level of fitness throughout the program.

Content of this course links with UNA College of Education Conceptual Framework References 1, 2, 4, 6.

Standard Code	Standard	Assessment	Instrument
290-3-3-.33(2)(a)1.(vii)	Physiological principles of physical activity, including biological sciences pertaining to the structure and function of the human body, human movement, and wellness (exercise, nutrition, and health-related fitness).	Written exam	Grading scale
290-3-3-.33(2)(b)2.	Achieve and maintain a health-enhancing level of fitness throughout the program.	Active/inactive behavior project	Rubric

COURSE CONTENT:

- Wellness
- Stress
- Psychological health
- Relationships and communication
- Sexuality, pregnancy, and childbirth
- Contraception
- Use and abuse of legal and illegal drugs
- Nutrition
- Exercise
- Weight management
- Chronic diseases
- Immunity and infection
- Environmental health
- Conventional and complementary health
- Personal safety
- Aging

COURSE ACTIVITIES:

- Lectures/discussions
- Small group discussions/activities
- Personal reflections
- Skills practice activities
- Field trips
- Professional readings
- Written exams

GRADING PROCEDURE:

Eight tests (100 points each)	800 points
Comprehensive final exam	100 points
Ten wellness pretests/worksheets (10 points each)	100 points
Behavior project	<u>100 points</u>
Total	1100 points

The students final grade in this course will be determined by accumulating points from the following: a) eight (8) written exams; b) a comprehensive final exam; c) completion

of ten (10) in-class or out-of-class activities from websites, the textbook or handouts; and d) completion of a behavior change project from the textbook material, textbook website, notes, handouts, and class discussions.

The student's final grade will be determined by the total number of points received and based on the following scale:

A	100-90% of total possible points
B	89-80% of total possible points
C	79-70% of total possible points
D	69-60% of total possible points
F	<60% of total possible points

ATTENDANCE POLICY:

Regular and punctual attendance at all scheduled classes and activities is expected of all students. When a student accumulates more than **three** absences for any reason, excused or unexcused, 10 points will be deducted from the total points for each absence over six. Every **three** tardies will be counted as one absence. If you come in after the class roster has been checked, you must notify the instructor at the end of **that** class period, and otherwise it will be counted as an absence.

MAKE-UP POLICY:

You are responsible for any notes missed due to absence or tardiness. If you miss a video, class activity or debate, you will receive a zero for the grade. Any assignment turned in after the due date will result in a 10% reduction for each day it is late. If you miss a test for an excused reason (illness, funeral, etc.) you must present the professor with a written excuse and then you will take the final exam and count it twice. There are no makeup tests. If you must be absent for a University related or excused absence that you are aware of ahead of time (athletic absence, surgery, doctor's appointment, court appearance, etc.) you can make arrangements with the professor to take the test **BEFORE** your absence. Make sure you allow at least 48 hours to make arrangements to take the test.

PERSONAL TECHNOLOGY POLICY:

Use of cell phones or other electronic devices will not be allowed in class without prior instructor approval. Phones should be off or in silent mode. There is no reason for a student to have to send or address calls or messages during class. If the student has extenuating circumstances and needs to be available for an emergency, permission should be secured from the course instructor before class begins. The first time a cell phone rings in class may be attributed to poor judgment. If this occurs a second time the person who brought the phone to class will be dismissed from class for the day and counted absent and receive a grade of zero (0) for the day's class work. This cell phone policy applies to all classes including exams and presentations.

ACCOMMODATION STATEMENT:

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to

students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

ACADEMIC HONESTY:

Students of the university academic community are expected to adhere to commonly accepted standards of academic honesty. Allegations of academic dishonesty can reflect poorly on the scholarly reputation of the University including students, faculty and graduates. Individuals who elect to commit acts of academic dishonesty such as cheating, plagiarism, or misrepresentation will be subject to appropriate disciplinary action in accordance with university policy.

Incidents of possible student academic dishonesty will be addressed in accordance with the following guidelines:

1. The instructor is responsible for investigating and documenting any incident of alleged academic dishonesty that occurs under the instructor's purview.
2. If the instructor finds the allegation of academic dishonesty to have merit, then the instructor, after a documented conference with the student, will develop a plan for disciplinary action. If the student agrees to this plan, then both instructor and student will sign the agreement. The faculty member will forward a copy of the signed agreement to the Office of Student Conduct for record-keeping purposes.
3. If the student disagrees with the instructor's proposed plan for disciplinary action and wishes to take further action, he/she is responsible for scheduling a meeting with the chair of the department where the course is housed to appeal the proposed disciplinary plan. The department chair shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the departmental level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the dean of the college where the course is housed to appeal the proposed disciplinary plan. The college dean shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the college level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the Vice President for Academic Affairs and Provost (VPAA/P) to appeal the proposed disciplinary plan. The VPAA/P shall mediate the matter and seek a satisfactory

judgment acceptable to the faculty member based on meetings with all parties. After reviewing all documentation, the VPAA/P may, at his/her discretion, choose either to affirm the proposed action, to refer the case to the Office of Student Conduct for further review, or to dismiss the matter depending on the merits of the case. The final disposition of the case will be disseminated to appropriate parties, including the Office of Student Conduct.

4. If a student is allowed academic progression but demonstrates a repeated pattern of academic dishonesty, the VPAA/P may, after consultation with the Office of Student Conduct, assign additional penalties to the student, including removal from the University.

BIBLIOGRAPHY:

Chronic

www.americanheart.org
www.cancer.gov
www.cancer.org
www.diabetes.org
www.lungusa.org
www.nhlbi.nih.gov

Consumer

www.cpsc.gov
www.quackwatch.com

Diabetes

www.diabetes.org
www.diabetes.niddk.nih.gov/
www.ndep.nih.gov/diabetes/diabetes.htm

Environmental

www.epa.gov
www.niehs.nih.gov/

Fitness

www.shapeup.org

General

www.about.com/health
www.aces.edu
www.everydayhealth.com
www.healthatoz.com
www.healthfinder.gov
www.healthiergeneration.org/
www.healthyamericans.org
www.healthypeople.gov/Publications/HealthyCommunities2001/
www.hhs.gov

www.mayoclinic.com (click healthy living)
www.medlineplus.gov

Global Health

www.who.int
www.wn.org

Mental

www.healthyminds.org
www.mentalhealth.samhsa.gov

Nutrition

www.choosemyplate.gov
www.eatright.org
www.fda.gov
www.mealsmatter.org
www.mypyramid.gov
www.shapeup.org

Respiratory

www.lungusa.org

Safety

www.cpsc.gov

Sleep

www.sleepfoundation.org

Social

www.socialhealth.org

Substance Abuse

www.drugabuse.gov
www.nida.nih.gov
www.samhsa.gov

Tobacco

www.lungusa.org

Weight Loss

www.shapeup.org