



**Health
and
Wellness**
Fall 2016

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Students and Instructors are accountable for all information on the Course Syllabus, as well as the Institutional Syllabus Addendum, which is located on the Blackboard Site for this course.

Instructor Availability

Office hours:

Emails received will be responded to within 24 hours. Please feel free to email me at pjones@msd134.org. Please do not plan on communicating with me through social media i.e. facebook, twitter) or my personal phone. This is not accepted or recommended.

Course Description

This course provides an overview of current health topics relevant to students. It stimulates awareness of personal health decisions and their relationship to optimal self-care patterns and lifestyles. (This course includes a portfolio entry for HLTH majors)

General Education Competency Area (This section is required for General Education Courses)

This course fulfills the Idaho State General Education competency area of Social and Behavioral Ways of Knowing (Gem 6):

- A. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.
Fulfilled by learning outcomes F & D
- B. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.
Fulfilled by learning outcomes A & B
- C. Utilize Social Sciences approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experience.
Fulfilled by learning outcomes C

- D. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
Fulfilled by learning outcomes D
- E. Understand and interpret similarities and differences among and between individuals, cultures, or societies across space and time.
Fulfilled by learning outcomes C & G

Academic Affairs Objectives:

- **Learn to Learn.** Students learn that as important as content knowledge is, shaping one's future requires the development of skill in discerning, applying, analyzing, synthesizing and evaluating knowledge in diverse contexts. The educational experience at CWI prepares students for a world in which they are likely to change occupations and face unpredictable life events. We strive to develop courses and learning experiences that give students the tools to confidently thrive in a complex, information-saturated, diverse, and dynamic world.
- **Make Connections.** Students learn success in today's interconnected world requires deliberate engagement and comfort with multiple perspectives, cultures, and contexts. In navigating difference and diversity in the natural and social worlds, students connect ideas, forms of knowledge, and practices to create a richer understanding of themselves as personally and socially responsible citizens.
- **Solve Problems.** Students identify problems, analyze and implement solutions, and interpret and reflect on outcomes to develop skills to individually and collaboratively face challenges and create opportunities.
- **Reason Ethically.** Students learn that ethical ideas and moral conduct may be understood from many perspectives: as products of historical, cultural, and religious forces, as reflections of human nature, and as personally held attitudes and beliefs. Students learn to articulate ethical self-awareness, ethical issue recognition, and varieties of ethical perspectives to evaluate, create, and live consciously according to their own personal moral values.

Course Schedule

Refer to the course schedule

Course Goals

- A. Increase awareness of physical, intellectual, spiritual, environmental, emotional and social wellness domains
- B. Increase knowledge of current health issues that influence every aspect of a person's life, work, relationships, social life and family responsibilities.
- C. Stimulate opportunities for health-related self-examination, critical thinking and personal reflection and growth.
- D. Provide students with a comprehensive exploration of values and ethical issues as they apply to all aspects of health such as research, policy, and practice with individuals, families, groups, organizations, and communities.
- E. Provide students with a basic knowledge of five major ethical orientations and an opportunity to apply appropriate orientations to discipline-specific topics.

Student Learning Outcomes

Learning Outcome A: Students will understand the concept of wellness and will be able to recognize the long term benefits of maintaining a high level of wellness for living in today's society.

Learning Outcome B: Students will develop and understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape our concept of wellness over the course of history.

Learning Outcome C: Students will learn to utilize research methods and inquiry, to examine a variety of perspectives about the human experience in relation to wellness

Learning Outcome D: Students will be able to evaluate how reasoning, culture, science, and beliefs inform our health decisions on the individual and global level.

Learning Outcome E: Students will be able to develop an understanding of communicable, non-communicable, and hypokinetic diseases in health as it relates to morbidity, mortality and prevention.

Learning Outcome F: Students will be able to describe the different biological and psychosocial theories of aging and define successful characteristics of aging.

Learning Outcome G: Students will be able to describe the major orientations to ethics (including Egoism, Utilitarianism, Kantian, Divine, Command, and Virtue)

Learning Outcome H: Students will be able to articulate ethical issues via the orientations in the context of discipline.

Outcomes Assessment

Evaluation of performance and understanding of course objectives. Evaluation of performance and understanding of course objectives.

Students will evaluate their personal fitness wellness by completing self guided assignments

Signature assignment 1: Behavior Change Project

Signature assignment 2: Ethical Reasoning

Chapter tests

Grading Policy

Informative assignments are worth 10 points each

Learnsmart Reading Retention is worth 25 points each

Chapter tests are worth 50 points each

Semester Final is worth 20% of total semester grade

Signature assignment 1: 30 % of total grade

Signature assignment 2: 20% of total grade

Grading Scale

A 90-100%

B 80-89%

C 70-79%

D 60-69%

F 59% and below

Signature Assignments

As part of this course you will be required to complete two signature assignments that will give you an opportunity to expand on what you have learned in the classroom through exploration of a topic or topics and their effects on your life. These two projects are the Behavior Change Project (BCP) and the Ethics In Health (EIH) project and are built to satisfy the general education objectives of learn to learn and ethical reasoning.

Behavior Change Project – One of the major projects for this course is the Behavior Change Project. The BCP is focused around applying what you are learning about human health to your own personal health. For the BCP you will be asked to select a health behavior in your life that can use some improvement and you will plan, and implement a behavior change to turn the unhealthy behavior to a healthier one. The BCP will constitute approximately 30% of your grade and involves three large steps that are designed to help guide you through the behavior change process. These steps will be outlined by your instructor in class or online.

Ethics In Health – The difference in opinion on a health topic often depends on the ethical viewpoint of the author/speaker, therefore the ability to understand and analyze decisions through multiple ethical lenses is crucial in not only understanding health choices but any other choices in the world today. Examining ethics in health (EIH) will allow you deeper insight into the topics and the discussions occurring in today's world. This project will consist of research and examination of a topic in health through at least one of the ethical lenses presented in this course. The final product of the EIH project is dependent on the instructor, who will provide detailed instructions in class or online. This project is worth approximately 20% of your final grade.

Textbooks and Required Materials

Blackboard account

McGraw Hill Connect account to online books and materials

Access to computer internet

Other readings online as provided by the instructor

Methods of Delivery

Content will be provided through Blackboard each and every unit. online books and some assessments will be delivered through Connect. Methods of delivery include journaling, google forms, and discussions boards.

Course Expectations

- **ACADEMIC DISHONESTY:** All work submitted by a student must represent his/her own ideas, concepts, and current understanding. Cheating or plagiarism in any form is unacceptable and violations may result in disciplinary action.
- **ATTENDANCE:** Students are required to participate in all class activities (i.e. discussion boards, wiki, group projects, workouts, etc.). Attendance will be monitored the first two weeks based on participation and recorded for financial aid purposes.
- **LATE HOMEWORK/MISSED TEST DATE:** Let me know before you are gone or before you plan to re-enter my class the reason why you were absent/misled taking an exam or turning in an assignment and we will work something out if it is a viable reason. Daily participation points cannot be made up.

- CLASSROOM STRUCTURE: If you want to listen to music, bring it to share with the group! Be responsible and know your limits, I will be challenging you but remember that pain is not a good thing!
- For any further questions about classroom behaviors you may want to reference the CWI Code of Conduct located in your student handbook.
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Computer Proficiency Expectations:

Please refer to the online syllabus addendum

Behavioral Expectations:

Every student has the right to a respectful learning environment. In order to provide this right to all students, students must take individual responsibility to conduct themselves in a mature and appropriate manner and will be held accountable for their behavior. Students who disrupt the class or behave inappropriately or disrespectfully, as determined by the instructor, may be asked to leave the classroom. Instructors or Student Services has the right to create a written behavioral contract with students; if a student violates a behavioral contract, they may be released from the course.

Academic Honesty:

All work submitted by a student must represent his or her own ideas, concepts, and current understanding.

All material found during research must be correctly documented to avoid plagiarism. Cheating or plagiarism in any form is unacceptable and violations may result in disciplinary action ranging from failure of the assignment to failure of the course. Repeated acts of academic dishonesty may have more severe institutional ramifications. The consequences for cheating in this class are listed below:

- The student will receive a failing grade for the assignment. [You may include your own consequences here]