

**PH 100 Personal Health online**  
**Course Syllabus**  
**Spring 2019**

**Instructor:** Susan Eagle

**Office Hours:** Tuesdays & Thursdays 11:00 am – 12:30 pm and 1:00 pm - 2:00 pm, or by appointment.

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**Required Text:** Hahn, D. B., Payne, W. A. & Lucas, E. B. (2013). Focus on Health (11E). McGraw-Hill.

**Blackboard**

**This is a web course and will be conducted entirely on Blackboard; you will need consistent access to a computer and a reliable internet connection.**

If you are not familiar with blackboard, there are many online resources available to you, including orientation/training, tutorials, (linked on our Blackboard course site) and a help desk ([IT help desk](#)). Because you will need consistent, reliable access to a computer and to Blackboard, please identify at least one back up computer you may use to complete course work. Any computer or internet access problems will NOT be considered valid excuses for missing or late assignments. [WKU computer labs](#) are available for your use; click on hyperlink for further information.

**Course Description**

PH 100 examines behaviors and environmental conditions that enhance or diminish an individual's health status. In addition to exploring social and environmental factors influencing health, students are encouraged to think critically about behavioral choices that impact their health. Students assess individual behaviors in the light of current scientific knowledge on mental health, stress management, nutrition, drugs, alcohol and tobacco, informed health care consumption, sexuality, prevention of disease, chronic disease management, and injury prevention.

This course meets the Colonnade requirement in Exploration - Social and Behavioral Sciences; upon completing this course, students will understand “factors that enhance health, well-being, and quality of life”.

**Course Objectives:**

On successful completion of this course, each student should be able to:

1. Describe how personal health behaviors affect his/her current and future health status.
2. Investigate the role that heredity plays in one's health status.
3. Discuss how personal lifestyles contribute positively and negatively to one's personal health.
4. Develop skills necessary to make healthful choices and informed decisions for personal health.
5. Design a personal health plan.

## **Academic Dishonesty and Plagiarism.**

University policies on academic dishonesty are enforced in this course. For a full explanation of these policies, please consult the student handbook: <https://www.wku.edu/handbook/academic-dishonesty.php/>. Two relevant statements are included below:

Academic dishonesty. "Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in a course without possibility of withdrawal. The faculty member may also present the case to the Office of Judicial Affairs for disciplinary sanctions. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic dishonesty may seek relief through the Student Complaint Procedure."

Plagiarism. "To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism."

Plagiarism or cheating in any form will result in a 0 on the assignment. The instructor may also decide to present the case to the Office of Judicial Affairs for further action.

## **WKU Writing Center**

Students are encouraged to use the services of the Writing Center for their projects/papers. Face-to-face and online reviews are available. You can find more information on the Writing Center or schedule an appointment at <https://www.wku.edu/writingcenter/>

## **ADA Policy:**

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a Faculty Notification Letter (FNL) from The Student Accessibility Resource Center.

## **Title IX Sexual Misconduct/Assault**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at

<https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf>  
and Discrimination and Harassment Policy (#0.2040) at

[https://wku.edu/policies/hr\\_policies/2040\\_discrimination\\_harassment\\_policy.pdf](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf).

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination,

harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex- or gender-based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and **MUST** report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at 270-745-3159.

#### **BSPH Diversity Statement:**

We promote social justice by creating a respectful, collaborative, diverse, inclusive, and equitable environment through research, teaching, and service.

#### **Attendance: (See University Policy)**

Students are expected to attend each class session and to be on time. You are also expected to be prepared to participate in discussions and group activities. Absence will be recorded for each class session. ***Note: Excessive absenteeism (missing five (5) or more classes), will result in a 10-point reduction in final score.*** The instructor should be notified by e-mail or telephone if a student is unable to attend. Students who miss class should make arrangements with classmates to get announcements and handouts.

#### **Course Requirements:**

1. **Health Behavior Project (HBP) Assesses Course Objectives 1-5**
  - i. Part 1: Choose a health behavior you wish to change over the course of the semester. Write a one-page introduction on why you have chosen this health behavior.
  - ii. Part 2: State your goal and objectives. You will need to include at least one goal with maximum of 2 objectives. Make sure these objectives are SMART objectives (**S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-bound); see project instructions under Course Documents for more information.
  - iii. Part 3: Write one paragraph each week about your actions and progress on your previously selected health behavior.
  - iv. Part 4: At the end of the project time, write a one-page summary of your success, challenges and your overall reflection of the project (two paragraphs).
2. **Complete Four Exams:** Course exams would be based on class materials covered in the textbook, power-point slides, and class discussions. *Assesses Course Objectives 1-5.*
3. **Discussion Board posts/ Quizzes:** Discussion boards and chapter quizzes will be based on material covered in the textbook and PowerPoint slides. *Assesses Course Objectives 1-5.*

**\*\*Extra Credit (optional):** Students will be eligible to earn up to **16 extra credit points** by completing the chapter personal assessments (1 point each). Alternate extra credit options may be offered at the instructor’s discretion.

## Exam Format

All exams will be taken online. Material may come from the textbook, PowerPoint presentations, or other course activities. You will have two hours to complete each exam. It is the student's responsibility to contact the instructor prior to the exam by e-mail if he/she will miss a scheduled exam. Make-up exams will be given only with appropriate documented medical/emergency excuses.

## Course Grade Calculations:

### A. Grade points

Evaluation	Assigned Points	Your Points
Exam 1	50	_____
Exam 2	50	_____
Exam 3	50	_____
Final Exam	50	_____
Discussion Boards/Quizzes (5 each)	60	_____
Health Behavior Project	40	_____
<b>Total Points</b>	<b>300</b>	_____

### \*\*Health Behavior Project Grading Rubric:

Criteria	Assigned Points	Your Points	Comments
<b>1-page:</b> Introduction – why behavior was chosen	4		
Goal and Objectives – what you intend to achieve	4		
Weekly paragraphs on actions and progress being made	16		
<b>1-page:</b> Summary – success and strategies including strategies used in overcoming challenges	8		
<b>1 paragraph:</b> Conclusions	4		
Quality of presentation – cover/title page, grammar and spelling	4		
<b>Total</b>	<b>40</b>		

### B. Grade Scale

A = 270 – 300 points

B = 240 – 269 points

C = 210 – 239 points

D = 180 – 209 points

F = < 180 points

## COURSE SCHEDULE / OUTLINE

*\*\*Tentative Course Outline – The instructor reserves the right to alter the course outline, topics, assignments and grading based on the class performance\*\**

Week	Start Date	Chapter Readings	Topics & Weekly Activities	Due Dates for Activities
1	1/21	1	<b>Introduction/ Shaping your Health</b> Complete Comprehensive Health Assessment (p. 19 in Focus on Health; for HBP Part 1) Health Behavior Project (Part 1) Discussion Board Post 1	HBP (pt. 1) Sun 1/27 11:59 AM DB 1 Initial post Thurs 1/24 11:59 PM; DB 1 response Sun 1/27 11:59 AM
2	1/28	2, 3	<b>Psychological Health Managing Stress</b> Chapter 2 & 3 Quiz	Ch 2 & 3 Quiz Sun 2/3 11:59 AM
3	2/4	5	<b>Nutrition and Diet</b> HBP Parts 1 & 2 Discussion Board Post 2	HBP (pt.1&2) Sun 2/10 11:59 AM DB 2 Sun 2/10 11:59 AM
4	2/11	<b>1,2,3 &amp; 5</b>	<b>EXAM 1</b> <b>Exam period: 2/11 12:00AM-2/17 11:59 AM</b>	<b>EXAM 1</b> Sun 2/17 11:59 AM
5	2/18	4, 6	<b>Becoming Physically Fit Maintaining a Healthy Weight</b> Discussion Board Post 3	DB 3 Sun 2/24 11:59 AM
6	2/25	9, 10	<b>Cardiovascular Health Cancer/Other Chronic conditions</b> Chapter 9 Quiz Chapter 10 Quiz	Ch 9 Quiz Sun 3/3 11:59 AM Ch 10 Quiz Sun 3/3 11:59 AM
7	3/4		<b>SPRING BREAK!</b>	
8	3/11	<b>4,6,9 &amp;10</b>	<b>EXAM 2</b> <b>Exam period: 3/11 12:00 AM-3/17 11:59 AM</b>	<b>EXAM 2</b> Sun 3/17 11:59 AM
9	3/18	7	<b>Drug and Alcohol Use</b> Discussion Board Post 4	DB 4 Sun 3/24 11:59 AM
10	3/25	8, 11	Rejecting Tobacco Use Preventing Infectious Diseases Quiz Chapter 11	Ch 11 Quiz Sun 3/31 11:59 AM
11	4/1	14	Informed Health Care Consumer Discussion Board Post 5	DB 5 Sun 4/7 11:59 AM
12	4/8	<b>7,8,11 &amp;14</b>	<b>EXAM 3</b> <b>Exam period: 4/8 12:00 AM-</b>	<b>EXAM 3</b> Sun 4/14 11:59 AM

			<b>4/14 11:59 AM</b>	
13	4/15	12	<b>Understanding Sexuality</b> COMPLETE HPB Quiz Chapter 12	FULL HPB Due Sun 4/21 11:59 AM Ch 12 Quiz Sun 4/21 11:59 AM
14	4/22	13	<b>Managing Your Fertility</b> Quiz Chapter 13	Ch 13 Quiz Sun 4/28 11:59 AM
15	4/29	15, 16	<b>Preventing Injuries</b> <b>Environment and Health</b> Discussion Board Post 6	DB 6 Sun 5/3 11:59 AM
16	5/4	<b>12,13, 15 &amp;16</b>	<b>EXAM 4</b> <b>Exam period: 5/4 12:00AM- 5/10 11:59 PM</b>	Final Exam 5/10 11:59 PM

### BSPH Competencies

This course contributes to the development of the following competencies:

#### Foundational Domains

Overview of Public Health: Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society.	
1. Public Health History	
2. Public Health Philosophy	
3. Core Public Health Values	
4. Core Public Health Concepts	
5. Global Functions of Public Health	
6. Societal Functions of Public Health	
Role and Importance of Data in Public health: Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice	
7. Basic Concepts of Data Collection	
8. Basic Methods of Data Collection	
9. Basic Tools of Data Collection	
10. Data Usage	
11. Data Analysis	
12. Evidence-based Approaches	
Identifying and Addressing Population Health Challenges: Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations	
13. Population Health Concepts	
14. Introduction to Processes and Approaches to Identify Needs and Concerns of Populations	
15. Introduction to Approaches and Interventions to Address Needs and Concerns of Populations	

Human Health: Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course	
16. Science of Human Health and Disease	1,2,3,4,5
17. Health Promotion	1,2,3,4,5
18. Health Protection	1,2,3,4
Determinants of Health: Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities	
19. Socio-economic Impacts on Human Health and Health Disparities	1,2,3
20. Behavioral Factors Impacts on Human Health and Health Disparities	1,2,3,4
21. Biological Factors Impacts on Human Health and Health Disparities	1,2,3,4
22. Environmental Factors Impacts on Human Health and Health Disparities	1,2,3,4
Project Implementation: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation	
23. Introduction to Planning Concepts and Features	
24. Introduction to Assessment Concepts and Features	
25. Introduction to Evaluation Concepts and Features	
Overview of the Health System: Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries	
26. Characteristics and Structures of the U.S. Health System	4
27. Comparative Health Systems	
Health Policy, Law, Ethics, and Economics: Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences, and responsibilities of the different agencies and branches of government	
28. Legal dimensions of health care and public health policy	
29. Ethical dimensions of health care and public health policy	
30. Economical dimensions of health care and public health policy	
31. Regulatory dimensions of health care and public health policy	
32. Governmental agency roles in health care and public health policy	
Health Communications: Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology	
33. Technical writing	
34. Professional writing	
35. Use of Mass Media	
36. Use of electronic technology	
<b>Cross Cutting Concepts</b>	
1. Advocacy for protection and promotion of the public's health at all levels of society	1,2,3,4
2. Community dynamics	

3. Critical thinking and creativity	
4. Cultural contexts in which public health professionals work	
5. Ethical decision making as related to self and society	
6. Independent work and a personal work ethic	
7. Networking	
8. Organizational dynamics	
9. Professionalism	
10. Research methods	
11. Systems thinking	
12. Teamwork and leadership	