

**NORTHEASTERN STATE UNIVERSITY**  
**Department of Health and Kinesiology**  
**College of Education**  
**Tahlequah Campus**  
**Fall 2008 Weekend**

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**COURSE NUMBER, NAME, MEETING TIME& PLACE**  
HED 1113, Personal Health, Saturdays 8-5, JDF 140

**PREREQUISITES**  
None

**DESCRIPTION OF COURSE**

This course is a comprehensive study of personal health with emphasis on mental health, human sexuality, growth and development, psychoactive drugs, communicable diseases, degenerative diseases, consumer, and community health that will result in positive changes in health attitudes and practices of students.

**KNOWLEDGE BASE**

Dimensions of Health - Physical, Psychological, Spiritual, Social, Intellectual, Occupational & Environmental Health

**CONCEPTUAL FRAMEWORK (For Education Classes)**

The Teacher Education Program at Northeastern State University prepares professional educators to be teaching scholars, educational leaders, and developers of human potential.

**Educators as Teaching Scholars**

Teaching scholars read widely and think deeply about subject matter, teaching, and research. They reflect critically on their own beliefs and their classroom practice in order to make pedagogical improvements. Teaching scholars use appropriate communication skills. They know how to facilitate authentic learning, and they encourage P-12 students and others to be critical, creative thinkers, with the ability to be lifelong learners.

**Educators as Educational Leaders**

Educational leaders believe that all P-12 students and others are capable of learning and of making educational progress. Educational leaders serve as advocates for children/adolescents and families, they understand the political nature of teaching, and they are able to inspire and motivate others by modeling effective communication skills, professional demeanor and attitudes.

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### **Educators as Developers of Human Potential**

Educators who are developers of human potential are committed to the philosophical position that the development of human potential is their fundamental task.

### **MAJOR GOALS**

The aim of health education is to help people achieve high-level wellness and prevent disease by assisting them to maximize both their personal life-style behaviors and their environments. This course will help students identify the various factors influencing their level of wellness. Information and skills that can be incorporated into their lifestyle will be stressed. As an introduction to health, this course will attempt to highlight many content areas and issues related to disease prevention and wellness.

### **EXPECTED COURSE OUTCOMES**

The learning objectives listed are a combination of all of the chosen objectives listed by the group of instructors for this course. Due to time constraints not all objectives are likely to be covered in class. The objectives will be covered through lecture, discussion, class assignment, or assigned activity by the instructor. Any material covered by the instructor through any medium (lecture, reading assignment, etc.) is subject to assessment at the discretion of the instructor.

#### **By the end of the semester, the student will be able to:**

##### **Chapter 1--Learning Objectives**

Describe the six dimensions of wellness and a wellness lifestyle.

Identify major goals of the national Healthy People initiative.

Explain the importance of personal decision-making and behavior change in achieving a wellness lifestyle.

Describe the steps in creating a behavior management plan to change a health-related behavior.

Describe the influence of gender, ethnicity, income, and disability on health.

Discuss the available sources of health information and how to think critically about them.

##### **Chapter 2--Learning Objectives**

Describe what it means to be psychologically healthy.

Explain how to develop and maintain a positive self-concept and healthy self-esteem.

Discuss the importance to psychological health of an optimistic outlook, good communication skills, and constructive approaches to dealing with loneliness and anger.

Describe common psychological disorders and list the warning signs of suicide.

Explain the different approaches and types of help available for psychological problems.

##### **Chapter 3--Learning Objectives**

Explain what stress is and how people react to it—physically, emotionally, and behaviorally.

Describe the relationship between stress and disease.

List common sources of stress.

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Describe techniques for preventing and managing stress.  
Put together a step-by-step plan for successfully managing the stress in your life.

#### **Chapter 4--Learning Objectives**

Discuss factors that contribute to unintentional injuries.  
Describe factors that contribute to violence and unintentional injuries.  
List strategies for helping others in an emergency situation.

#### **Chapter 5--Learning Objectives**

Explain the qualities that help people develop intimate relationships.  
Describe different types of love relationships and the stages they often go through.

#### **Chapter 6--Learning Objectives**

Describe the structure and function of the female and male sex organs.  
Explain the changes in sexual function that occur across the life span.  
Describe guidelines for safe, responsible sexual behavior.

#### **Chapter 7--Learning Objectives**

Abstinence is supported as a first choice of protection for each individual although, other contraceptive choices will be discussed.  
Explain how contraceptives work and how to interpret information about a contraceptive method's effectiveness, risks, and benefits.  
List the most popular contraceptives and discuss their advantages, disadvantages, and effectiveness.  
Discuss issues related to contraception, such as gender differences.  
List key issues to examine when considering parenthood.  
Explain the process of conception.  
Describe the physical and emotional changes a pregnant woman typically experiences.  
Discuss the stages of fetal development.  
Identify the important elements of good prenatal care.  
Describe the process of labor and delivery.

#### **Chapter 8--Learning Objectives**

List the essential nutrients and describe the functions they perform in the body.  
Describe the guidelines that have been developed to help people choose a healthy diet, avoid nutritional deficiencies, and reduce their risk of diet-related chronic diseases.  
Discuss nutritional guidelines for vegetarians and for special population groups.  
Explain how to use food labels and other consumer tools to make informed choices about foods.  
Put together a personal nutrition plan based on affordable foods that you enjoy and that will promote wellness, today as well as in the future.

**Chapter 9--Learning Objectives**

Discuss different methods for assessing body weight and body composition.

Explain the health risks associated with overweight and obesity.

Explain factors that may contribute to a weight problem, including genetic, physiological, lifestyle, and psychosocial considerations.

Describe lifestyle factors that contribute to weight gain and loss, including the role of diet exercise, and emotional factors.

Identify and describe the symptoms of eating disorders and the health risks associated with them.

Design a personal plan for successfully managing body weight.

**Chapter 10--Learning Objectives**

Define physical fitness and list the health-related components of fitness.

Explain the wellness benefits of physical activity and exercise.

Describe how to develop each of the health-related components of fitness.

Discuss how to choose appropriate exercise equipment, how to eat and drink for exercise, how to assess fitness, and how to prevent and manage injuries.

Put together a personalized fitness program that you enjoy and that will enable you to achieve your fitness goals.

**Chapter 11 & 14--Learning Objectives**

Define and discuss the concepts of addictive behavior, substance abuse, and substance dependence.

Explain factors contributing to drug use and dependence.

Discuss categories of illicit drugs and their routes of administration.

**Chapter 12--Learning Objectives**

Because alcohol is not a legal substance for individuals under 21 years of age it will be discussed with specific focus on information regarding strategies of responsibility.

Describe 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.

**Chapter 13--Learning Objectives**

List the reasons people start using tobacco and why they continue to use it.

Explain the short- and long-term health risks associated with tobacco use.

Discuss the effects of environmental tobacco smoke on nonsmokers.

Describe the social costs of tobacco and list actions that have been taken to combat smoking in the public and private sectors.

**Chapter 15--Learning Objectives**

List the major components of the cardiovascular system and describe how blood is pumped and circulated throughout the body.

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Describe the controllable and uncontrollable risk factors associated with cardiovascular disease.

List the steps you can take to lower your personal risk of developing cardiovascular disease.

### **Chapter 16--Learning Objectives**

Explain what cancer is and how it spreads.

List and describe common cancers—their risk factors, signs and symptoms, treatments, and approaches to prevention.

Discuss some of the causes of cancer and how they can be avoided or minimized.

Describe how cancer can be detected, diagnosed, and treated.

List specific actions you can take to lower your risk of cancer.

### **Chapter 17--Learning Objectives**

Describe the step-by-step process by which infectious diseases are transmitted.

List the body's physical and chemical carriers to infection.

Explain how the immune system responds to an invading microorganism.

List the major types of pathogens and describe the common diseases they cause.

Discuss steps you can take to prevent infections and strengthen your immune system.

Explain how HIV infection affects the body and how it is transmitted, diagnosed, and treated.

Discuss the symptoms, risks, and treatments for other major STDs.

List strategies for protecting yourself from STDs.

### **Chapter 18—Learning Objectives**

Discuss causes, effects and treatment of a variety of noninfectious conditions commonly encountered in the U.S.

### **Chapter 19--Learning Objectives**

List strategies for healthful aging.

Explain the physical, social, and mental changes that may accompany aging and discuss how people can confront these changes.

### **Chapter 20--Learning Objectives**

Describe personal considerations in preparing for death, including making a will, assessing choices for end-of-life care, and arranging a funeral or memorial service.

### **Chapter 21--Learning Objectives**

Discuss the effects of rapid increases in human population and list factors that may limit or slow world population growth.

## **INSTRUCTIONAL MATERIALS**

The approved textbook for this course is Access to Health, 10<sup>th</sup> Edition, Rebecca J. Donatelle.

### **INSTRUCTIONAL PROCEDURES**

The course will primarily follow a lecture-discussion format. Power point presentations, transparencies/overheads of chapter outlines, as well as color photographs and illustrations to depict wellness and disease prevention concepts will be used to help students follow classroom lectures. Classroom lectures may be enhanced with the use of videos, classroom assignments (group and individual), and outside assignments, including online assignments.

### **STUDENT PERFORMANCE ACTIVITIES**

Students are expected to attend class, read the chapters, bring powerpoint handouts for note taking, and be prepared for classroom activities and discussions.

When examinations are given, the examinations will primarily, but not exclusively, cover content information presented in class lecture/discussion and chapter reading.

#### 1. Absences/Attendance:

**Attendance is required.** Students are expected to attend each class, take notes and participate in class activities and discussions. Attendance will be a factor in determining grades and is particularly important in the development of positive professional behavior.

A. You are allowed three **hours** of absence in the weekend course. (In a regular class 1 absence = 50 minutes—3 absences are allowed with 10 points per absence after 3.)

B. For every hour thereafter, 10 POINTS WILL BE DEDUCTED from the total points.

NOTE: In specific excused cases, such as university athletic competition and other extraordinary circumstances (determined by instructor), students will be excused from class without penalty if the following occurs:

1. Notification is made prior to the scheduled absence, except in the case of an emergency.
2. An e-mail is received from Student Affairs.
2. A note from your athletic advisor/coach or a physician's note detailing dates of missed class(es). (Routine appointments--dental/doctor, etc.--do not count in this category.)
3. Make-up assignments for excused absences must be submitted within 3 days of the missed class. YOU are responsible for obtaining the make-up assignments.

#### 2. Late Assignments:

Only excused late assignments will be accepted. All other assignments **MUST BE** submitted on the designated due date in order to receive any credit.

3. Missed exams: Missed exams will be made-up at the end of the semester. There will be one make-up time for all missed exams. Students need to keep track of any missed exams. It is THE STUDENT's responsibility to keep up with this and come on the make-up day/time. It is much easier to take the exams when we cover the material, rather than at the end of the semester, so try not to miss.

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Other student responsibilities:

1. All work should be typed, double-spaced
2. It will be assumed that you have completed assigned reading prior to class.
3. Any evidence of academic misconduct shall be treated in accordance with university guidelines. \*See section below.
4. No tobacco usage.
5. No food or drink in classroom.

Academic Honesty/Academic Misconduct (NSU Handbook, page 74)

Academic misconduct includes cheating, plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student's academic performance or achievement, or assisting others in any such act or attempts to engage in such acts. Academic misconduct in any form is inimical to the purposes and functions of the University and therefore is unacceptable and prohibited. Any faculty member, administrator or staff member may identify an act of academic misconduct and should report that act to the department head/college dean, Vice President for Academic Affairs or administrative supervisor. Students violating the standards of academic honesty are subject to disciplinary action including reduction of grade(s), paper, assignment, or project; a formal or informal reprimand at the professional, dean, or academic vice president level; expulsion from the class in which the violation occurred; or expulsion from the university.

Do not take this information lightly! If caught in any form of academic misconduct in the personal health classes, any and/or all of the above may occur!

### COURSE CONTENT AND TIMETABLE FOR COMPLETING ASSIGNMENTS

Unit 1	Finding the Right Balance Chapter 1 - Promoting Healthy Behavior Change Chapter 2 - Psychological Health Chapter 3 - Managing Stress	Behavior Contract Assignment  In Class Assessment #1
Unit 2	Building Health Lifestyles Chapter 8- Nutrition Basics Chapter 9 - Management Weight Chapter 10 - Personal Fitness	Journal Assignment Grocery Assignment Fitness Testing In Class Assessment #2
Unit 3	Creating Healthy Relationships Chapter 6 - Sexuality Chapter 7 - Reproductive Choices	

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	Chapter 17 - Sexually Transmitted Diseases	In Class Assessment #3
Unit 4	Avoiding Risks From Harmful Habits Chapter 11 - Addictive Behavior Chapter 12 - Alcohol Chapter 13- Tobacco Chapter 14- Illicit Drugs	Take Home Assessment #4
Unit 5	Preventing and Fighting Disease Chapter 15 - Cardiovascular Disease Chapter 16 - Cancer Chapter 18- Noninfectious Conditions	NIC Assignment
Unit 6	Facing Life's Challenges Chapter 19 - Healthy Aging Chapter 20- Dying and Death Chapter 21 - Environmental Health Chapter 4- Personal Safety: Protecting Yourself from Unintentional Injuries and Violence	In Class Assessment #5 (Final)

Chapters and assignments may change at the professor's discretion. Labs (in-class activities and internet assignments) may be required as a part of the personal health experience.

**EVALUATION OF STUDENT ACHIEVEMENT AND LEARNING OUTCOMES**

Total points from assignment, activities and examinations will equal 550 total points.

Percentage breakdown is as follows:

- A = 90% or higher
- B = 89 - 80%
- C = 79 - 70%
- D = 69 - 60%
- F = 59% & below

Students who fail to complete any part of the class may not receive a grade depending upon the instructor and the circumstances affecting performance. Progress charts will be kept on each student's performance and will be available to student via the instructors choice either during class or by setting up an appointment. It is recommended by the instructor that each student keep track of all of his/her papers and grades returned in class. This allows the student the opportunity to monitor their standing in class and provide proof if a mistake occurs so that it can be corrected. Students should feel free to meet and discuss with their instructor any question concerning the class or class record. Grade complaints should be made as per the student's grade appeal process.

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Keep track of your exam, assignment and extra credit scores. This is for your use only.

Exams:	Assignments (pts may vary)	Quizzes/Assess Yourself (number of quizzes & pts may vary)
Unit 1 _____ 50	Behavior Cx _____ 10	1 ___ Pre-test ___
Unit 2 _____ 100	Nutrition Journal _____ 30	2 _____
Unit 3 _____ 100	Grocery Store _____ 20	3 _____
Unit 4 _____ 50	Fitness Testing _____ 10	4 _____
Unit 5-6 _____ 50	NIC Assign _____ 10	5 ___ Post-test ___
TOTALS: _____ /*350	_____ /*80	_____ /*25

\*The points on exams, assignments, quizzes may vary depending on the circumstances.

### **STUDENT EVALUATION OF THE COURSE AND INSTRUCTOR**

At the conclusion of the semester, the students will have an opportunity to evaluate their instructor and the course. This will be done anonymously and will be used as a means to improve instruction, course content and the NSU professional education program. The suggestions, comments and/or criticisms from students will be taken seriously and hopefully will contribute to the improvement of the course and NSU's program. (Weekend and night courses may not complete a formal evaluation.)

### **STUDENTS WITH DISABILITIES**

If any member of the class feels that he/she has a disability and needs special accommodations of any nature whatsoever, the instructor will work with you and the university's Office of Student Affairs to provide reasonable accommodations to ensure that you have a fair opportunity to perform in this class. Please advise the instructor of such disability and the desired accommodations at the first class attended.

### **INCLEMENT WEATHER AND DISASTER POLICY**

The following are basic premises for the inclement weather policy at Northeastern State University:

Classes are expected to be held if at all possible. It is the student's responsibility to receive information when the weather is questionable. Faculty members are expected to hold classes if the University is not closed, unless the faculty is unable to arrive on campus. During the times of inclement weather, decisions concerning day classes will be made by 6:00 A.M. in order for the media to be notified and for students to receive the announcement before leaving home. Decisions concerning night classes will be made by 3:00 P.M.

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-The automated attendant message on 918-456-5511 will be modified to include information concerning campus operations during inclement weather.

-The following media will be notified regarding closing of the campus:

Radio Stations: Television Stations;

KMRG 740 AM Tulsa KJRH Channel 2 Tulsa

KAYI 107 FM Tulsa KOTV Channel 6 Tulsa

KTLQ 1350 AM Tahlequah KTUL Channel 8 Tulsa

KEOK 102 FM Tahlequah KFSM Channel 5 Fort Smith

KBIX 1490 AM Muskogee cable Channel 96 Tahlequah

KMMY 97 FM Muskogee KVOO 1170 AM Tulsa

**MULTICULTURAL DIVERSITY AND GLOBAL AWARENESS COMPONENT**

One of the goals of this course is to provide an equal opportunity for all students to learn.

Multicultural education is an approach to teaching and learning that is based upon democratic values and beliefs, and seeks to foster cultural pluralism within culturally diverse societies and an interdependent world (Bennet, 1995, p.13). One of the goals of this course is to provide the student candidate with skills and strategies that are necessary to interact with the culturally diverse population.