College of Charleston
HEAL 216 01 2017  MW 1:00-2:15 p.m.
PERSONAL AND COMMUNITY HEALTH

Instructor: Susan M. Flynn
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Office Hours: Mondays 12:00-1:00 p.m. and 2:15-3:00 p.m. @Silcox; Tuesdays 11:00 a.m.to 12:00 p.m. @Silcox; Wednesdays 2:15-3:00 p.m. @Silcox; Fridays 12:00-1:00 p.m. and 3:00-4:00 p.m. @School of Education or by appointment

Films to watch Food, Inc.; Forks Over Knives

Course Description: This course is designed to provide an overview of the factors that affect one's ability to achieve and obtain optimal health. Emphasis will be on decision-making and personal responsibility. The course will focus on the concepts of wellness and prevention, as compared to the medical disease model of maintaining health. Emphasis will be on personal responsibility, education of factors that affect our health, decision making and behavior shaping.

Numbers for Health Concerns:
College of Charleston Health Center
(843) 953-5520

Cougar Counseling Team
(843) 953-7411
* Please note CoC students have 24 hour access to a mental health counselor. If a student is in need of a counselor after Health Services/Counseling Center's operating hours, Campus Security is able to connect the student to our 24 hour on call counselor.

S.C. HIV/STD HOTLINE
1-800-322-AIDS (2437)
Objectives
At the completion of this course each student will be able to:
1. Define health and wellness, and explain the interconnected roles of the physical, social, mental, emotional, spiritual, and environmental dimensions of health.
2. Define stress and examine how stress and anxiety may have direct and indirect effects on physical performance and personal wellness. (EHHP-Standard II)
3. Discuss positive communication skills as they relate to social/ psychological dynamics as well as the impact these skills have on your health and interpersonal relationships.
4. Discuss the factors of nutrition and exercise as they relate to the assessment and the development of weight control and personal fitness.
5. Discuss the risk factors for cardiovascular disease and cancer.
6. Define addictions and describe signs of addiction versus habit. (EHHP_Standard V)
7. Define addictions and describe signs of addiction versus habit. (EHHP_Standard V)
8. Discuss the negative impact from the use of alcohol, tobacco, and caffeine on health and wellness.
9. Discuss the characteristics and risk factors of the most common sexually transmitted diseases including HIV/AIDS.
10. Discuss the methods of identifying signs/symptoms of covered health issues and appropriate methods of treatments, interventions, and referrals.
11. Become educated and proficient to share information about health issues covered in curriculum.

Evaluation Scale
A  90-100   A-  88-89
B+ 85-87    B  80-84    B-  78-79
C+ 75-77    C  70-74    C-  68-69
D+ 66-67    D  64-65    D-  62-63
F  62<

Course Requirements
Quizzes/Tests 50
Health Topics Presentation 20
Health Spotlight Presentation 10
Wellness Behavioral Challenge 5
Health Communication Assignment 5
Homework and assignments 10
Total Points: 100
Description of Assignments
You will be required to complete a variety of assignments as they pertain to a specific class topic of study. Specific directions and corresponding rubric will be issued at time of assignment.

Submitting your assignments - If the assignment requires submission using the Dropbox option on Oaks, your assignment must be submitted before class commences. The Dropbox will be closed at the start of our class session. Assignments that require a hard copy, must be turned in a two-pocket folder with your name on it. Please note: all assignments must be submitted at the beginning of class on the due date or no credit is awarded. Late assignments will not be accepted.

Quizzes/Tests (50) Throughout the semester there will be opportunities for you to show your knowledge of the health content discussed in the class. Quiz/Test questions will be derived from information presented in the Course Text book, PowerPoints, lecture notes, and guest speakers.

Health Topics Presentation (20) This assignment with require investigation on health topics and will be presented with a partner. Prepare and present a topic of Health. (diabetes; cardiovascular disease; illicit drugs; communication; emotional health; death and dying; cancer risks; sexually transmitted infections; disease prevention). In your presentation, discuss the methods of identifying signs/symptoms of covered health issues and appropriate methods of treatments, interventions, and referrals. The presentation should educate others with information of covered health issues.

Health Spotlight Presentation (10) Working in groups of two or three, students will engage the class in a Health Spotlight. Topic ideas: brain foods, brain health, sleep, nutrition, water, environmental health issues, stress, vitamins, reading nutrition labels, GMO’s, etc. Other topic ideas require approval. A rubric will be provided on OAKS under Content.

Homework and Assignments (10) Chapter questions will be assigned throughout the semester and be listed on the lecture outlines. The questions and answers to the questions are to be typed and turned in on the due date in a pocket folder with your name on it.
Nutrition and Fitness Behavioral Challenge (5) Using a wellness app, (i.e. Lost it app or My Fitness Pal) students will analyze nutrition and physical activity for three weeks. Students will analyze the results after the two weeks, set goals to improve their health in nutrition and physical activity and research information in regards to healthy guidelines to assist in the assignment report.

Health Communication Challenge (5)
Guidelines: Twitter Challenger: Following people or organizations on Twitter is an effective way to increase your knowledge of what’s hot and happening now (“trending”) in your field as well as familiarize you with a tool used by many professionals. With that in mind, for the current events component of this class, each student will be asked to establish a Twitter account to follow and report on what people/ organizations in Health, Nutrition, Exercise Science etc are talking about and doing. For full credit, a copy of your tweets and who you follow, must be turned in on the due date listed on the syllabus and in your homework folder.

Follow the # for the week listed on the block plan and locate interesting and related articles/video’s etc.

1. Establish a Twitter account (see below, Twitter: Getting Started.

2. Follow @fit2bsmart @CDC @ACSM

3. Select 8-10 people/organizations that are working in HHP disciplines. Your selections can and should change over the course of the semester based on your evolving interests and the quality of tweets from those you’re following.

4. Check your Twitter feed regularly, preferably daily. To check your feed, you can go to your Twitter home page.

5. As you read your tweets, find items that interest you most and follow through to learn more about the topic by clicking on links within a particular tweet.

6. Additional fun tweets: Tweet a pic of yourself working out; the healthy meal you are eating or something new you find that will be useful to your classmates. Tweet cool things you are learning or doing in class. Tweet the picture or link, you must hashtag #cofcfit and direct it to me with @fit2bsmart also #the topic-- example #obesity

7. Students can earn 1 point per tweet up to 8-10 tweets. The article/video/website found must be somewhat related to the topics of the class. (Obesity; Nutrition; Fitness; Stress; Effective Communication; Drugs and Tobacco; etc.)
Resources  The following resources will help you get started:

Twitter: Getting Started

https://docs.google.com/document/d/1FPsWetOcjabhNmXs2HfwPA1diFLF-H1xOAJRzeEeP0E/edit?usp=sharing  A very short text-based tutorial about setting up your Twitter Account and introducing you to the terminology.

Twitter for Health  http://screencast-o-matic.com/watch/cljD0wVgss

A short screencast that provides strategies and tips on how to find people/orgs to follow.

Recommendations: @shapeamerica @cdcobesity @CDC @ACSM

#cofcfit  #physed  #shapeofthenation  #obesity #nutrition #health

Course Policies

Attendance Policy
Highly interactive student participation is needed for optimal learning of course topics. Students are expected to be present (see attendance requirement below) and fully prepared at every class as well as actively involved in class discussions (asking questions, sharing knowledge and opinions, etc.) and activities. According to The College of Charleston policy: All students are expected to be present for every meeting of the classes in which they are enrolled. You are allowed 3 missed classes without penalty. If you miss more than five classes, you will receive a WF.

Missed quizzes/tests: All students are expected to complete an examination at its pre-designated date and time. When an exam is missed due to an emergency or illness on the day of the exam, the student must inform the instructor as soon as possible.

Requests for make-up exams
Students must submit a request to the instructor in writing to schedule a make-up exam. Each request will be reviewed individually and determined at the discretion of the instructor, based upon extenuating circumstances. Students must provide documentation from the Undergraduate Dean’s Office in case of emergency situations or prolonged illness.

Classroom Decorum
Students are expected to be courteous and respectful at all times. The nature of the course material lends itself to be introspective. It is important to maintain an environment where students feel safe to share personal information. Please respect the privacy of your classmates and do not share personal classroom discussion with others not enrolled in the course.
Technology Policy

Electronic Devices are not permitted in class, including laptop computers. All cell phones must be silenced for the duration of class. The recording of class dialogue, with any device, is not permitted. If a student fails to comply, they will be asked to leave the classroom and be issued an absence.

Questions, Concerns, Clarifications

Students are encouraged to seek clarification from the instructor on any classroom policy, course requirement or assignment. Please seek instructor help as soon as possible if any question should arise. If a topic of study should cause any concern for you, please discuss the issue with the instructor immediately.

Disability Services: The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services / SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsibility for notifying me as soon as possible and for contacting me one week before accommodation is needed.

College of Charleston Honor Code and Academic Integrity: Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php
<table>
<thead>
<tr>
<th>Week One</th>
<th>Syllabus, Course Overview</th>
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<tbody>
<tr>
<td>Week Two</td>
<td>Lecture: Five Dimensions of Health</td>
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<td>#Wellness</td>
<td>Health Spotlight presentation sample</td>
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<td>A Nation at Risk—Obesity Epidemic</td>
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<td><strong>Begin wellness assessment (track a minimum of 2 days this week)</strong></td>
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<td><strong>Read: Chap. 1 Assessing your Health</strong></td>
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<td>Week Three</td>
<td>Assessing your Health and Promoting Healthy Behavior Change</td>
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<tr>
<td>#Fitness</td>
<td>Fitness Assessment (dress to sweat)</td>
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<td><strong>Wellness Goals Due</strong></td>
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<td>(turn in homework folder with goals/wellness assessment and a plan)</td>
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<td><strong>Wellness tracking-track three days this week.</strong></td>
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<td><strong>Chap. 6 Reaching and Maintaining Healthy Weight</strong></td>
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<td>Week Four</td>
<td>Improving Physical Fitness and Maintaining a Healthy Weight Nutrition</td>
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<td>#nutrition</td>
<td>eating for optimum health</td>
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<td><strong>Assign groups for Health Topics Presentations</strong></td>
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<td><strong>Wellness tracking-track three days this week.</strong></td>
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<td><strong>Chap 7 Improving Your Personal Fitness</strong></td>
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<td>Week Five</td>
<td>Nutrition</td>
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<td>#nutrition</td>
<td><strong>Wellness Behavioral Project due @ typed or print outs in your class folder.</strong></td>
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<td><a href="http://www.nongmoproject.org/learn-more/">http://www.nongmoproject.org/learn-more/</a></td>
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<td><strong>Read Chap. 5 Eating for a Healthier You</strong></td>
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<td><strong>Last day for students to withdraw with a grade of “W” from Express I classes.</strong></td>
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<td>Week Six</td>
<td><strong>TEST One chapters 1, 5, 6, &amp; 7</strong></td>
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<td>#diabetes</td>
<td>Diabetes</td>
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<td>Week Seven</td>
<td>Avoiding Drug Misuse and Abuse</td>
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<tr>
<td>#Drugfree</td>
<td>Drugs and prevention</td>
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<td><strong>Chap. 13 Avoiding Drug Misuse and Abuse</strong></td>
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<td>Week Eight</td>
<td>Tobacco Use</td>
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<td>#Prevention</td>
<td><strong>Chap. 12 Ending Tobacco Use</strong></td>
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<td><strong>TEST Two Chapters 12 &amp; 13</strong></td>
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</tbody>
</table>
| Week Nine | Fall Break 10/16  
10-16 & 10-18  
#livingstrong  
Protecting against Infectious Diseases and Sexually Transmitted Infections  
Read Chapters 14 & 15- Protecting Against Infectious Diseases and STI’s |
| --- | --- |
| Week Ten | Fall Break 10/16  
10-23 & 10-25  
#stress  
Disease and Prevention  
Managing Stress and Coping with Life’s Challenges --Hanna Attafi  
Read  
Chap. 3  Managing Stress and Coping with Life’s Challenges  
Chap. 4  Improving Your Sleep |
| Week Eleven | Fall Break 10/16  
10-30 & 11-1  
Your Sexuality  
Read  
Chap. 9 Understanding Your Sexuality  
Reproductive Choices  
Read  
Chap. 10  Considering Your Reproductive Choices |
| Week Twelve | Fall Break 10/16  
11-6 & 11-8  
Preventing Violence and Abuse  
TEST Three  Chapters 3, 4, 9, 10, 14 & 15 |
| Week Thirteen | Fall Break 10/16  
11-13 & 11-15  
#PSH  
Psychosocial Health/ Relationships  
Live, Laugh, Love, and Learn  
Read  
Chap. 2  Promoting and Preserving Psychological Health |
| Week Fourteen | Fall Break 10/16  
11-20 (M)  
Group Work for presentations |
| 11/22-11/26 | Thanksgiving Break College closed |
| Week Fifteen | Fall Break 10/16  
11-27 & 11-29  
Health presentations |
| Week Sixteen | Fall Break 10/16  
12-4  
Health presentations |
| 12-6—12-13 | Finals Week |

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<tr>
<th>Health Presentations Topics</th>
<th>Group Mates (3)</th>
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<tr>
<td>Plant-Based Diets/ Vegetarian Diet</td>
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<td>GMO Facts (NON GMO Project)</td>
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- GMOs and The Challenges of Healthy Eating In America

  information provided under the **GMO Facts tab** at: [http://www.nongmoproject.org/](http://www.nongmoproject.org/)

| Creating and Maintaining a Healthy Environment |
| Considering Your Reproductive Choices |
| Building Healthy Relationships and Communicating Effectively |
| The Effects of Spirituality on Health |
| Tobacco Use |
| Painkiller Addictions |
| The Effects of Spirituality on Health |
| illicit drugs |
| Death and Dying |
| Diabetes |
| CVD |
| Cancer Risks |