Instructor: Bea Lavelle, M.A., HH  
Office Phone: 843-953-3397  
Email: lavellebv@cofc.edu  
Office Hours: By appointment  
Prerequisites: None  
Grading: A, A- B+, B, B-C+, C, C-D+, D, D-, F

Course Description:  
The course is 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.

Required Texts: Class Pack: HEAL 216 Lavelle (Available at Campus Bookstore)  
The Four Agreements by Miguel Ruiz  
The Alchemist by Paulo Coelho  
*Please note you are required to purchase the above titles in hard copy – eBooks or free computer generated texts are not acceptable.


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

For Counseling You Have Two Options on Campus:  

Licensed Counselors (843-953-5640):  
You are eligible to see an on campus licensed counselor for 8 -12 private sessions at no cost

Peer Counseling (843-953-7411 or Text “4support” to 839863)  
Counseling is available (by trained peers) Monday – Thursday 4-9PM

* Please note CofC students have 24 hour access to a mental health counselor. If a student is in need of a counselor after the Health Services/Counseling Center operating hours, Campus Security (843-953-5611) will connect the student to our 24 hour on call counselor.

S.C. HIV/STD 1-800-322-AIDS (2437)  
HOTLINE

Instructional Objectives:  
Upon the successful completion of this course the student should 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. (This objective meets Standard II of the School of Education.)*

*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. Define addictions and describe signs of addiction versus habit. (This objective meets Standard V of the School of Education.)*

*6. Discuss the negative impact from the use of alcohol, tobacco, and caffeine on health and wellness.*

*7. Discuss the risk factors for cardiovascular disease and cancer.*

*8. Discuss the characteristics and risk factors of the most common sexually transmitted infections including HIV/AIDS.*

*9. Discuss the methods of identifying signs/symptoms of covered health issues and appropriate methods of treatments, interventions, and referrals.*

*10. Be able to educate others with information of covered health issues.*

**Student Learning Outcomes:**

1. Students will be able to demonstrate their knowledge of the leading causes of death and illness in the United States by achieving a minimum score of 80% on Test #1.

2. Students will be able to verbally defend the CDC policy of disease prevention as the approach of choice to stem preventable deaths in the United States.

3. Students will be able to analyze in script presentation the 4 modifiable lifestyle factors responsible for preventable deaths in America and identify what factor(s) they are at risk for.

4. Students will be able to identify a health disparity and develop a plan for mitigation.

5. Students will successfully interpret selected blood results of a comprehensive metabolic panel by achieving 80% on Test #1.

6. Students will be able to construct a realistic personal plan for physical fitness and maintaining a healthy weight.

7. Students will be able to successfully distinguish between the leading public health organizations by achieving a minimum score of 80% on Test #1.
8. Students will be able to evaluate MyPlate and dissect a food label by successfully analyzing core USDA documents and achieving an 80% on Test #2.

9. Students will demonstrate their understanding of the challenges of eating healthy in America by completing a 3 week tiered project documenting their experience.

10. Students will demonstrate their knowledge of sexual orientation, reproductive choices and sexually transmitted infections by achieving an 80% on Test #3.

11. Students will successfully examine physical and sexual abuse statistics and qualify preventive action behavior plans.

12. Students will demonstrate their knowledge of the dangers of tobacco use, alcohol abuse, illegal drug use, and prescription drug abuse by achieving an 80% on Test #3.

13. Students will demonstrate their knowledge of the health threat of stress and lack of sleep by achieving an 80% on Test #3.

14. Students will successfully critique in script presentation a broad variety of health research documents presented by America’s leading public health organizations and the WHO.

15. Students will successfully examine in script presentation the complexity of psychosocial health by completing in depth theory evaluations and self reflections.

16. Students will successfully examine in script presentation the importance of spirituality to an individual’s health.

**CEPH Competency Description:**

1. Describe biological principles needed to understand public health issues across the life span and apply these principles to public health interventions to eliminate, prevent, and control disease and to minimize their impact on health. (Competency 5)

**Course Assessments:**

*Ten Required Assignments – 20%*

You will be required to complete 10 separate assignments as they pertain to a specific class topic of study. The assignments are short and relate directly to class material. They vary in scope. Specific directions and corresponding rubric will be issued at time of assignment. The assignments receive no letter grade; you will either receive full credit for the task or no credit. Specific directions for the submission of assignments will be posted under our class’ News section on Oaks.

**Submitting your assignments** - If you are required to submit the assignment 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. If you are required to submit a hard copy of your assignment 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.** However, if you are absent from class on the assignment due date you may email me your document before our scheduled class time for credit if the Dropbox option has not been employed. You will not receive credit for an emailed
document under any other circumstance. Please note it is your responsibility to check your Dropbox submission for the instructor’s comments in a timely manner.

**Specific Format for Dropbox Assignments:** 1” margins on top, bottom and sides, font will be Arial, Calibri or Times Roman, font size will be 12, text will be double spaced. Proper heading is required: name, date, class, and topic. Word count (not including header) must be posted on the last page of your paper. If all required components of the assignment are met, including required formatting, you will receive full credit for the assignment. Failure to meet any one of the required components will result in no credit rewarded.

**Specific Format for Hard Copy Assignment Submission:** Multiple page assignments must be stapled and be in proper format, 1” margins on top, bottom and sides, font will be Arial, Calibri or Times Roman, font size will be 12, text will be double spaced. Proper heading is required: name, date, class, and topic. Word count (not including header) must be posted on the last page of your paper. If all required components of the assignment are met, including required formatting, you will receive full credit for the assignment. Failure to meet any one of the required components will result in no credit rewarded.

**Behavior Change Project – 20%**
You will be required to participate in a Behavior Change Project that will directly correlate to our field of study. All directions, specifics and rubric will be issued well in advance of the Project start date.

**Four Exams – 50%**
Four objective exams of equal scoring will be administered during the semester. Test questions will be derived from information presented in the Course Class Pack, PowerPoints, lecture notes, and auxiliary material.

**Missed exams:** 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.

**Participation – 10%**
Your participation grade will reflect your Student Progress percentage calculated by Oaks. Also, highly interactive student participation is needed for optimal learning of course topics. Students are expected to be present (see attendance requirement below) and be fully prepared at every class as well as actively involved in class discussions (asking questions, sharing knowledge and opinions, etc.) and activities.

**Evaluation Scale – 100 possible points**

| Points | Grade |
Accommodations for Students with Disabilities:
This College abides by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please see an administrator at the Center of Disability Services/SNAP, 843.953.1431 or me so that such accommodation may be arranged.

Attendance:
Attendance is required. You may miss three classes without being penalized. For each additional unexcused absence, your final grade will be reduced by two points. Excused absences must be pre-approved by the instructor or approved by the Undergraduate Dean's Office. No other excuses will be accepted. Entering class after roll call is considered tardy. Three tardies will equal one absence. Over 10 minutes late to class equals two tardies. Students missing more than 1/3 of class sessions (9 classes) will receive an “F” for the course. In cases of extreme personal issues leading to prolonged absence, it is in a student’s best interest to contact the Undergraduate Dean’s Office and provide necessary documentation to the instructor.

Honor System:
The College of Charleston Honor System is recognized in this course. For the specific details of responsibility and penalty, see the current edition of the College of Charleston Student Handbook.

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.

With the exception of bottled water, food and beverages are not allowed in the classroom.

Technology Policy
Electronic Devices are not permitted in class, including lap top 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.