



LIFETIME WELLNESS - HPE 140

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OFFICE: PE 11 (located in the basement of the Physical Education building which is south of the Health Careers building)

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All email correspondence for this course should be through the UCompass internal email system. Go to "Course E-Mail" on the sidebar and click on Send Message. Be sure to include your full name and course with each email you send. I typically respond to all emails within 24 hours. If you send an email and you do not receive a response within 24 hours, please resend your email.

OFFICE HOURS: Posted on door or by appointment

CATALOG DESCRIPTION: The most prominent causes of death and disability in North America are the diseases that are largely lifestyle related. Statistics indicate that nearly 80% of these deaths could be prevented by following a positive lifestyle. That is the focus of this course. The class will assess the students' current level of wellness and provide the tools necessary to improve and motivate the student to practice healthier lifestyles throughout adulthood. This class meets the Wellness requirement for students who transfer to Eastern Michigan University.

This is a comprehensive course that features leading health care experts and several personal case studies to delve into the following recurring and interrelated topics: the biological, social, and economic dimensions of health; emotional and mental health; sexual and reproductive health; the life cycle; the impact of heredity and lifestyle on health; health and chemical substances; promoting well-being through fitness and nutrition, the battle against infectious and chronic diseases; the individual in the health/medical marketplace; and health care and the global community.

COURSE GOALS

- Help learners understand the multiple dimensions of health across the lifespan and the impact that lifestyle choices can have on overall health and well-being.
- Encourage the development of critical thinking skills related to health care and the avoidance and/or treatment of infectious and chronic diseases and genetically-influenced conditions.
- Explore advances in health care and medicine and probe some of the ethical issues such advances create.
- Provide insight into effective ways to navigate the health care system to secure the best possible care.
- Recognize that the health issues of marginalized populations also affect the health of the nation and the world community.

MAJOR CORE COURSE OBJECTIVES (Measurable):

Upon successful completion of this course, students should be able to:

- *Know how to train for improvement of strength, cardiovascular endurance, muscular endurance and flexibility.
- *Understand what is considered a good level of physical fitness.
- *Practice a pattern of regular exercise throughout the semester.
- *Understand how healthy fat loss, weight gain and weight maintenance is achieved.
- *Recognize stressors in his/her life and learn various tools to help alleviate these stresses.
- *Understand their risk for developing disease (cancer and cardiovascular) and learn ways to decrease this risk.
- *Learn the basis of a healthy diet.
- *Learn to recognize quackery and fraud in wellness and how and where to find legitimate answers to health questions.
- *Learn what behaviors increase risk of sexually transmitted disease, how to recognize these diseases and ways to protect from them.
- *Recognize the dangers of smoking and how best to stop a smoking habit.

COURSE CONTENT:

<u>TEXTBOOK CHAPTER</u>	<u>DVD LESSON</u>
Chapter 1 – Health: The Foundation for Life	Lesson 1 -The Fabric of Health
Chapter 1 – Health: The Foundation for Life	Lesson 2 - In Human Terms
Chapter 2 – Psychological Health	Lesson 3 - State of Mind
Chapter 3 – Stress and Its Management	Lesson 4 - Lives in Balance
Chapter 4 – Violence and Abuse	Lesson 5 - Behind Closed Doors
Chapter 5 – Reproductive Health	Lesson 7 - Risky Business
Chapter 6 – Relationships and Sexuality	Lesson 6 - It's Personal
Chapter 14 – Infection, Immunity and Noninfectious Disease	Lesson 8 - The Code
Chapter 5 – Reproductive Health	Lesson 9 - Haley or Matthew's Story
	Lesson 10 - The Growing Years
Chapter 7 – Drug Use and Abuse	Lesson 11 - Web of Addiction
Chapter 8 – Alcohol and Tobacco	Lesson 12 - Feels so Good (Hurts so Bad)
Chapter 16 – Environmental Health	Lesson 13 - What You Don't Know...
Chapter 9 – Nutrition	Lesson 14 - Food for Thought
Chapter 10 – Body Weight and Its Management	Lesson 15 - Weighing In
Chapter 11 – Physical Fitness	Lesson 16 - Working it Out
Chapter 14 – Infection, Immunity and Noninfectious Disease	Lesson 17 - Germ Warfare
Chapter 14 – Human Immunodeficiency virus	Lesson 18 - The Modern Plague
Chapter 12 – Cardiovascular Health	Lesson 19 - Heart of the Matter
Chapter 12 – Cardiovascular Health	Lesson 20 - Brain Attack
Chapter 13 – Cancer	Lesson 21 - Diagnosis: Cancer
Chapter 13 – Cancer	Lesson 22 -Living with Cancer
Chapter 15 – Aging, Dying and Death	Lesson 23 - Age Happens
Chapter 15 – Aging, Dying and Death	Lesson 24 - Final Chapter

EVALUATION:

Chapter Tests:

You will complete one or more tests on each chapter. These tests will cover material from the DVD and the readings in the textbook. Be sure to check the study guide to determine which chapter corresponds with each DVD lesson. Sometimes they do not match up. The tests are found in each chapter's packet. The tests are timed and must be completed within 59 minutes. You lose one point for every minute you exceed the 59 minute time limit. Each test is worth 10 points.

Discussion Board:

There will be one or more Discussion Board assignments for each chapter. Each discussion board is worth 5 points toward your final grade. The discussions are graded on the content, reflection, and insight that you add to a discussion. You will not receive credit for simply agreeing with other students' comments; you must add something to the discussion. Grading for discussion boards will be completed after the end of a unit. It usually takes about a week to complete grading of the discussion boards after a unit is complete. (5 points each)

Critical Thinking Worksheets:

Each chapter will have one or more critical thinking worksheet. These will vary considerably with each chapter and often correspond to the assignments in the course supplemental workbook.

Website Evaluations:

You will complete one or more website evaluations for each chapter. There are worksheets in each chapter packet that you will use to submit the website evaluation.

GRADING SCALE: Grading is based on a 10-point scale.

90 – 100% of possible points = A

80 – 89% of possible points = B

70 – 79% of possible points = C

60 – 69% of possible points = D

Less than 60% of possible points = E

REQUIRED COURSE MATERIALS

Textbook : Sandra Alters and Wendy Schiff. Essential Concepts for Healthy Living, 5th ed., Boston: Jones and Bartlett Publishing Company, 2009. ISBN 978-07637-5641-3

The Human Condition Study Guide, by Wendy Schiff. 5th Ed. Boston: Jones and Bartlett Publishing Company, 2006. ISBN 0-7637-6376-4

DVD Package: Jones and Bartlett Publishing Company. The DVD is not available through the publisher and must be purchased at HFCC's College Store.

DROPPING THE CLASS: Students wishing to drop the class may do so prior to the tenth week of classes by going to the registrar's office (basement of the Learning Resources Center) and completing appropriate paperwork for a drop. After the tenth week of classes, all drops are issued by the instructor. Please email the instructor at csloan@henryford.ucompass.com if you wish to request a drop for the class.

ACADEMIC DISHONESTY POLICY: Policy on Academic Dishonesty (Cheating)

Henry Ford Community College considers academic dishonesty to be a serious offense. It is the policy of the College that determination of and appropriate action in respect to academic dishonesty by a student shall be a matter of individual judgment by the instructor. The instructor may administer a penalty up to and including failure in the particular course. It is the professional obligation of the faculty to enforce academic integrity in their courses.

Academic dishonesty is any activity intended to improve a student's grade fraudulently.* It includes, but is not limited to, the following:

1. Unauthorized acquisition of tests or alteration of grades (such as the stealing of tests, test keys, or grade books from faculty offices or elsewhere, or the purchasing of tests or grade books);
2. Unauthorized use of notes, books, or other prohibited materials during an examination;
3. Open cheating on an examination (such as copying from another student's paper);
4. Permitting another person to take a test in the student's place or receiving unauthorized assistance with any work for which academic credit is received;
5. Providing unauthorized assistance with any work for which academic credit is received;
6. Revision of graded work in an attempt to receive additional credit fraudulently;
7. Plagiarism (using another person's work without acknowledgment);

8. Any other conduct intended to obtain academic credit fraudulently or dishonestly.

If an instructor fails a student in a course for academic dishonesty, the instructor must immediately notify in writing the student and the registrar of the infraction, retaining copies of both notifications.

The registrar maintains a record of all such violations. If a student fails two classes as a result of academic dishonesty, he or she is dismissed from the College for two academic years. In addition, a notation of the reason for academic dismissal is placed on the student's transcript. The notation may be expunged at the discretion of the appropriate vice president if the student petitions for its removal after at least two years have elapsed since the disciplinary action.

If a student believes that the accusation is false, he or she may appeal through the Student Complaint Procedure. If the appeal reaches the Student Complaint Board, the Board may consider only whether the charge is justified. The Board may not set aside or change the penalty given by the instructor unless the charge of academic dishonesty is set aside.

*Any action that violates the Student Conduct Policy and Due Process Procedure is also subject to review under that policy.

This policy and other student related policies can be found at:

http://www.hfcc.edu/current_students/student_policies.asp#1

STUDENT SUPPORT SERVICES

Below are several HFCC resources that will be especially useful to online students.

UCompass Educator Student User Help Line, (313) 845-9663

If you encounter problems using the UCompass Educator software in this course, please contact the Office of Instructional Technology. The office is open Monday through Friday from 8:30 a.m. to 4:30 p.m. You can also leave voice mail or e-mail messages at other times. (E-mail Darren Rinaldi at drinaldi@hfcc.edu, Kristin Olin-Sullivan at kolin@hfcc.edu, or Vicky Signorelli at signorelli@hfcc.edu.)

Media Center, (313) 845-6386

The Media Center is located on the 2nd floor of the library. Students have access to over 40 personal computers, a variety of software (including the diet analysis software) and other media, and the Internet, which of course provides access to UCompass and this course's on-line materials. The Media Center's hours are as follows:

- Monday through Thursday, 7:30 a.m. to 9:00 p.m.
- Friday, 7:30 a.m. to 4:00 p.m.
- Saturday, 8:00 a.m. to 5:00 p.m.

Required Computer Skills

Students who take this on-line course should be familiar with the basic word processing functions of Microsoft Word, be comfortable with file management (organizing and saving documents (files) in folders), and have some experience using e-mail and accessing the Internet. Students should also have easy, dependable access to a personal computer with Word and Internet access, and they should ensure that their PCs satisfy

UCompass' computer requirements (click on the "PC Requirements" link under "Student Resources" on the log-in page of UCompass and follow the directions posted there). While the Media Center can be used to complete on-line work for this course, depending on it as the only computer source is not advised.

Acceptable On-Line Conduct

Students working on-line will be held to the same behavioral standards as students in traditional classrooms. Please be aware that as an instructor, I will read your messages to each other posted on the Discussion Board, and I will review those discussions periodically, commenting on them as appropriate. All other students enrolled in this section can also read messages posted on the Discussion Board, making it a very public forum. Therefore, you should adhere to the following guidelines:

- Work conducted through the UCompass Educator software should relate to the course content and assignments. Personal correspondence should be conducted elsewhere.
- Students should compose their correspondence carefully. When writing on-line, it can be easy to unintentionally offend others through careless word choice or inappropriate tones. Remember that our goal is to create a supportive and intellectually probing online community. While debate over course-related content is certainly welcome, personal attacks are not. Please initiate responsible on-line dialogues and respond to each other with consideration and respect. Staying focused on the questions asked will help you avoid problems.
- Students should read and follow HFCC's policies concerning use of school computer hardware and software. Those policies can be found in the document "Computer Systems Acceptable Use Policy" at <https://dvc.hfcc.net/helpdesk/000152.htm>.