

William Paterson University
College of Science and Health
DEPARTMENT OF PUBLIC HEALTH

HealthyU Syllabus

1. **Title & Number of Course:** PBHL 1100 – HealthyU (3 Credits)
2. **Department of Public Health:** Department Secretary: Ms. Geri Suppa
Office: Wing 132 Phone: 973-720-2394
3. **Semester:** Winter 2015 ON-LINE
4. **Instructor:** Dr. Corey Hannah Basch, baschc@wpunj.edu
Office: Wing 143 Phone: 973-720-2603
5. **Required Text:** Sparling, P.B. & Redican, K.J. (2013). *iHealth: An Interactive Framework (2nd Edition)*. McGraw-Hill: New York.
6. **Course Objectives:** The objectives of this course are to:
 - Provide students with the skills and knowledge necessary to adopt health enhancing behaviors
 - Enable students to change unhealthy behaviors.
7. **Student Learning Outcomes:** As a result of this course, students will be able to:
 - Describe verbally and in writing, how they can achieve well-being in the seven dimensions of health based on readings, Internet assignments, and class discussion.
 - Identify barriers to their own well-being in one dimension of health through self- assessments and analysis of their behavior change logs.
 - Develop, implement and evaluate a personal behavior change plan utilizing the health literature that will enable them to progress toward well-being in one of the dimensions of health.
 - Explain how personal well-being is impacted by and interacts with the many aspects of the environment in their personal behavior change project and on other class assignments.

8. Topical Outline of the Course Content:

- I. Determinants of health
 - a. Behavior (Lifestyle)
 - b. Biology (Heredity/Genetics)
 - c. Environment
- II. Dimensions of health
 - a. Physical
 - b. Emotional
 - c. Social
 - d. Spiritual
 - e. Intellectual
 - f. Environmental
 - g. Occupational
- III. Health decision making
- IV. Choosing a healthy diet
 - a. Choose My Plate
 - b. Real versus processed foods
 - c. Food labels
 - d. Physiologic measures
 - i. HDL/LDL
 - ii. Glycemic index
 - iii. Calories
 - e. Weight management
 - i. Non-invasive approaches
 - ii. Invasive approaches
 - f. Food choices
 - i. Fast food
 - ii. Food stores
 - iii. Campus food
- V. Embracing fitness
 - a. Exercise versus physical activity
 - b. Components of fitness
- VI. Understanding addiction
 - a. Alcohol, tobacco and other drugs
 - b. Gambling
 - c. Internet/gaming
- VII. Respecting sexuality
 - a. Anatomy and physiology
 - b. Sexual orientation
 - i. Gender identity
 - ii. Gender role
 - c. Fertility control
 - i. Birth control
 - ii. Pregnancy
 - d. Relationships
 - i. Communication
 - ii. Violence
 - iii. Safer sex
- VIII. Enhancing mental health
 - a. Positive mental health
 - i. Self-esteem
 - ii. Self- concept
 - b. Stress management
 - c. Spectrum of mood
 - i. Anxiety continuum
 - ii. Depression continuum

- 9. Teaching Methods:** A variety of teaching methods will be used in this course, including on-line discussions, personal health assessments, lecture, internet activities, and a behavior change project.
- 10. Course Expectations:** Reading Assignments: You are responsible for those chapters in the text that correspond to the information being addressed during the week.
Timeline for the Submission of Assignments and other Work: All assignments are to be submitted by the due date and time (see timeline at the end of this syllabus). Assignments submitted in any other fashion will be treated as late. Late assignments are not accepted.
Class Participation: is measured by in class activities, which is measured by participation on the discussion board. Missed activities cannot be made-up.
Plagiarism: Plagiarism is “the copying from a book, article, notebook, video, or other source material whether published or unpublished, without proper credit through use of quotation marks, footnotes and other customary means of identifying sources or passing off as one’s own the ideas, words, writings, programs, and experiments of another, whether or not such actions are intentional or unintentional. Plagiarism will also include submitting, without the consent of the professor, an assignment already tendered for academic credit in another course” (William Paterson University, 2010.)
This is plagiarism:
 1. Cutting and pasting from websites without citing the sources.
 2. Copying verbatim or paraphrasing without citing the source.
 3. Completing an assignment in a group that was not assigned as a group project and then handing in the results for individual credit.
 4. Submitting graded work from one class in another class for credit, without the permission of the professor.
 5. Copying homework from a fellow student.All e-mail communication will be via your WPU email address.

11. **Grading:**

A variety of assignments are required for this course.

The grading scale is as follows:

A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	70-76%
D+	67-69%
D	60-66%
F	0-59%

- All submitted materials **MUST** be typed and double-spaced.
- Resubmission of papers is not permitted.
- **EXTRA CREDIT ASSIGNMENTS ARE NOT GIVEN**
- You are responsible for keeping all returned, graded work until the course has ended and you have received your final grade.
- Your final grade will be determined by the number of points you earn, based on the table below.
- Up to twenty-five (25%) percent of the point value of the assignment will be deducted for poor writing, typos, etc.
- Points will be deducted for assignments that are not double -spaced.

	Assignment	Points
	Behavior Change Project	100 Points
	Discussion Board Entry and Response to Classmates	80 points (each entry worth 10 points total/ 7 for entry and 3 for response to classmates)
Total		180 Points

12. **Additional Information:**

- The Writing Center, located in the Atrium, is an excellent resource if you need assistance with your written communication skills.
- The Academic Support Center, located in Hunziker Wing on the 2nd floor, is available to assist you with strengthening your study skills, note taking, etc.
- These academic support services are free, make use of them!

TOPIC	READING	ASSIGNMENT DUE	REPOSE DUE
UNIT 1: INTRODUCTION TO THE COURSE	Read Chapter 1 and Powerpoint slides for Chapter 1	BY 12/23 at Noon complete Discussion Board Activity 1	By 12/26 at Noon respond to classmates
UNIT 2: CHOOSE A HEALTHY DIET	Read Chapter 2 and Powerpoint slides for Chapter 2	BY 12/27 at Noon complete Discussion Board Activity 2	By 12/28 at Noon respond to classmates
UNIT 3: DEVELOP A FITNESS PROGRAM	Read Chapter 3 and Powerpoint slides for Chapter 3	BY 12/29 at Noon complete Discussion Board Activity 3	By 12/30 at Noon respond to classmates
UNIT 4: AVOID DRUG ABUSE	Read Chapter 4 and Powerpoint slides for Chapter 4	BY 1/2 at Noon complete Discussion Board Activity 4	By 1/5 at Noon respond to classmates
UNIT 5: RESPECT SEXUALITY	Read Chapter 5 and Powerpoint slides for Chapter 5	BY 1/6 at Noon complete Discussion Board Activity 5	By 1/7 at Noon respond to classmates
UNIT 6: MANAGE STRESS	Read Chapter 6 and Powerpoint slides for Chapter 6	BY 1/8 at Noon complete Discussion Board Activity 6	By 1/9 at Noon respond to classmates
UNIT 7: MENTAL HEALTH AND DISORDERS	Read Chapter 7 and Powerpoint slides for Chapter 7	BY 1/10 at Noon complete Discussion Board Activity 7	By 1/11 at Noon respond to classmates 1/11 at Noon BEHAVIOR CHANGE PROJECT DUE
UNIT 8: CHRONIC DISEASES	Read Chapters 8-10 and Powerpoint slides for Chapter 8-10	BY 1/12 at Noon complete Discussion Board Activity 8	By 1/13 at Noon respond to classmates

*This course schedule is subject to change to accommodate student learning needs, instructor needs, or other unforeseen circumstances.

	BEHAVIOR CHANGE PROJECT
PURPOSE	<ul style="list-style-type: none"> To use a six-step process to develop, implement, and evaluate a personal behavior change plan. To identify barriers to your own well-being. <p>To explain how your personal well-being is impacted by and interacts with the many aspects of your environment.</p>
INSTRUCTIONS	This project is done in six steps and will take you approximately three weeks to complete.
Complete this Step during Days 1 of class.	Step 1: Assess your current health and take the RealAge Test
	<p>RealAge (www.realage.com) is a website developed by Dr. Mehmet Oz and Dr. Michael Roizen to help you determine if there is a difference between your chronological age (your actual age measured in years) and your biological age (the physiological age of your body, or your "RealAge"). This is done by completing a comprehensive online assessment of your lifestyle and current state of health. Here is how you do it:</p> <ol style="list-style-type: none"> Go to www.realage.com (Make sure to set aside at least 30 minutes for the test.) Once at the website, click the menu item that says "RealAge test" Next, enter your email address and create a password that you will remember. Next, complete the information on the "RealAge Registration" page. <ul style="list-style-type: none"> Note: if your birth year does not appear in the drop down menu, speak with your instructor before continuing with this assignment. Next, the website will ask if you would like to become a RealAge Member. In order to do this assignment, you do not need to become a RealAge member. Next, starting with the "My Health History" page, begin filling out your RealAge profile. Read the instructions carefully as you are directed to answer questions about your health, feelings, diet and fitness. <ul style="list-style-type: none"> If you are ever uncertain about the answer to a question and "I don't know" or "not applicable" are not given as options, read the hints next to the question to guesstimate the best answer for you. When you are finished answering the questions, it will ask you if you want to send the test to your family and friends. You may choose to "skip this step". After completing the test, your RealAge will be displayed. You should then click "View and Print Full Plan" located above your RealAge. Your personalized RealAge Plan will list all of the things that you are doing which benefit your health and all of the behaviors that have a negative effect on your health. After thoroughly reading the report, create a typewritten list of ALL of the negative behaviors indicated in your plan and rank them (with #1 being the behavior that you want to change the most).

Complete this Step during	Step 2: Set goals and identify rewards
	Based on the ranked list that you created in Step 1 choose one behavior that you would

Day 2 of class.	<p>like to change. Write a 2-page description of that behavior as it relates to your current life. Include the following information:</p> <ul style="list-style-type: none"> • Your reasons for selecting this particular behavior to change. • A description of the behavior and how it impacts you on a daily basis. • The reasons why you have not changed this behavior in the past. • The reasons why changing this behavior might be difficult for you. • A vision of what your life would be like once you have changed your behavior. • A behavior change goal, a goal date by which to change the behavior, and a reward that you will provide to yourself when you meet your goal.
Complete this Step during Days 3-4 of class.	Step 3: Assess your current behavior
	<p>Before you begin to make any changes, keep a diary about that behavior. In your diary:</p> <ul style="list-style-type: none"> • Record every occasion when you engage in this behavior (time, place, surrounding events, people you are with, triggers for the behavior, your mood, etc...) • Keep this diary for at least 5 days. Each entry should be between 200-300 words.
Complete this Step during Day 5 of class.	Step 4: Redefine your goal and develop an action plan
	<p>After completing Step 3, use the information contained in your diary to identify potential challenges you may face when you attempt to change you behavior. Reassess if you can reach the goal in the amount of time you indicated in Step 2. Adjust your goal or change your time frame if necessary. Develop a plan to enable you to reach your goal. Write a 2-page behavior change plan listing specifically:</p> <ul style="list-style-type: none"> • Your revised goals and timeframe. • How you propose to change your behavior. List and explain the specific steps you will take to begin the behavior change process (i.e. what specific changes will you make in your life?) • List and discuss multiple ways that you will deal with temptation and failure during the behavior change process.
Complete this Step during Days 6-15 of class.	Step 5: Implement your behavior change plan
	<p>Put your plan into action. Keep a diary of your “plan in action” for at least five days. Each entry into your diary should be between 200-300 words and include the date and the time it is written. In your diary, you should list and discuss your success, failures, temptations, triggers, new habits, people who are supporting you (or not supporting you), ideas for continued success, personal thoughts/ideas/emotions/struggles.</p>
Complete this Step during Days 16-19 of class.	Step 6: Evaluate your progress
	<p>Near the end of the semester, you must evaluate your plan, even if you are not yet done. Write a 2-page summary of where you are at in terms of changing your behavior?</p> <ul style="list-style-type: none"> • Did you reach your goal? How does that make you feel? What differences do you notice in your life? Will you will be able to maintain the change? • Is your plan still ongoing? For how much longer will your behavior change process last? What changes in your life/health have you noticed thus far? • Did you not reach your goal? Why didn't you fully meet your behavior change goal? What could you do differently next time to ensure success? <p><input checked="" type="checkbox"/> Discuss in detail your plans/hopes for the future as they relate to this specific behavior.</p>

DUE DATE	1/11 at Noon
SUBMISSION GUIDELINES	Your responses to steps 1-6 of the assignment should be typewritten and in one report in the order that appears below.

	<p><i>The completed assignment will include at least:</i></p> <ul style="list-style-type: none"> ☑ <i>The ranked list of negative behaviors from RealAge Report from Step 1</i> <ul style="list-style-type: none"> ○ <i>Do not submit your entire RealAge report</i> ☑ <i>The 2 page description from Step 2</i> ☑ <i>The 5 journal entries from Step 3</i> ☑ <i>The 2 page behavior change plan from Step 4</i> ☑ <i>The 5 journal entries from Step 5</i> ☑ <i>The 2 page summary from Step 6</i> <p><i>Include a cover page with your name, name of the course, name of your instructor, the date submitted, and a title.</i></p>
<p>PROJECT EVALUATION & GRADING</p>	<p>10% - Step 1: Well written, thoroughly addressing the behavior, the behavior change process, and including all of the information indicated above.</p> <p>10% - Step 2: Well written, thoroughly addressing the behavior, the behavior change process, and including all of the information indicated above.</p> <p>20% - Step 3: Well written, thoroughly addressing the behavior, the behavior change process, and including all of the information indicated above.</p> <p>20% - Step 4: Well written, thoroughly addressing the behavior, the behavior change process, and including all of the information indicated above.</p> <p>20% - Step 5: Well written, thoroughly addressing the behavior, the behavior change process, and including all of the information indicated above.</p> <p>20% - Step 6: Well written, thoroughly addressing the behavior, the behavior change process, and including all of the information indicated above.</p>
<p>NOTES</p>	<p>12 Font, Double Spaced, Normal Margins</p>

INSTRUCTIONS FOR DISCUSSION BOARD

These assignments will consist of responding to a question and posting it on the discussion board. Please see grading criteria below.

Participation in discussion board

Participation in class discussions is expected for each unit. This entails reading and responding to your classmates' postings.

Recommendations for the responses to classmates:

While responding to your colleagues' postings, I would suggest that you consciously use some of the following moves:

- 1) Ask a question or make a comment that shows you are interested in what another person says
- 2) Ask a question or make a comment that encourages another person to elaborate on something that they have already said
- 3) Make a comment that underscores the link between two people's contributions
- 4) Make a specific comment indicating how you found another person's ideas interesting/useful.
- 5) Contribute something that builds on, or springs from, what someone else has said. Be explicit about the way you are building on the other person's thoughts
- 6) Make a comment that at least partly paraphrases a point that someone has already made
- 7) Make a summary observation that takes into account several people's contributions & that touches on a recurring theme in the discussion
- 8) Ask a cause and effect question – for example, “can you explain why you think it's true that if these things are in place such and such a thing will occur?”
- 9) Find a way to express appreciation for the enlightenment you have gained from the discussion. Be specific about what it was that helped you understand something better
- 10) Disagree with someone in a respectful and constructive way

The purpose of suggesting these moves is so that we take everyone's “voice” seriously under the discussion board. Please do not underestimate your own ability to encourage and motivate others in this course to learn and discover, neither should you underestimate the valuable experience you may obtain from dialoguing with the colleagues in this course. One of the greatest advantages of the online learning is the greater and equal opportunity for all participants to learn from each other by respecting and challenging their comments and inquiries.