

Mayville State University

HPER 217

(On campus and online)

Personal and Community Health

COURSE SYLLABI

Fall 2018

2 Credits

INSTRUCTOR: MICHELLE WARREN

OFFICE LOCATION: FIELDHOUSE 124

PHONE: 701-210-200

E-MAIL: MICHELLE.WARREN.2@MAYVILLESTATE.EDU

REQUIRED TEXT BOOKS:

Donatelle, Rebecca, J. (2019). My Health. 3rd Edition. *Pearson education*.

ISBN #: 978-0-13-472927

COURSE DESCRIPTION

The study of health problems that have social and economic significance, plus knowledge, attitudes, and habits of personal health concern.

PURPOSE OF THE COURSE

HPER 217 provides knowledge in the area of personal and community health. In addition it will highlight current issues and trends in the area of personal and community health.

STUDENT LEARNING OUTCOMES (SLO).

As part of Mayville State University's Essential Studies curriculum, this course seeks to prepare students for twenty-first century challenges by gaining: 1) Knowledge of human cultures; 2) Intellectual and practical skills; 3) Personal and social responsibility; 4) Integrative and applied learning.

SLO # 1 – Through the demonstration and application of discipline specific concepts, HPER students will serve as advocates for fitness.

SLO #2 – HPER students will effectively communicate through a variety of methods with a discipline specific population.

SLO #3 – HPER students will utilize a variety of technological resources and equipment to enhance discipline specific population engagement and learning.

SLO #4 - HPER students will assess individual understanding of discipline specific concepts and utilize that assessment toward overall improvement.

Course Improvements Based on Most Recent Academic Findings:

This course will be assessed in the future and the findings will be reported in this syllabus.

COURSE OBJECTIVES (Including references to INTASC Standards applicable to your course)

Students will be able to:

The student will:

1. Name and describe the top five health concerns of the 1990's. (INTASC 1,6)
2. Identify the major cause of death in the U.S. (INTASC 1,6)
3. Explain four developmental tasks critical for young adults to accomplish. (INTASC 1,4,6)
4. Name and describe the five dimensions of health that form one's total health. (INTASC 1,6)
5. Evaluate one's health and identify areas that may need help. (INTASC 1,6)
6. Name and explain common mental health concerns that college students may experience. (INTASC 1,6)
7. Explain Maslow's Hierarchy of Needs and describe the motivational requirements necessary to grow emotionally. (INTASC 1,6)
8. Describe the four-component plan for enhancing one's emotional growth. (INTASC 1,6)
9. Explain the effect stress has on the body and what kinds of stressors a college age student will encounter in and out of school. (INTASC 1,6)
10. Name and discuss the factors influencing the perceptions of stressors. (INTASC 1,4,6)
11. Discuss the different techniques to control stress. (INTASC 1,6)
12. Discuss common attitudes toward physical fitness. (INTASC 1,6)
13. Identify the structural and functional benefits of cardiorespiratory (aerobic) fitness. (INTASC 1,6)
14. Explain the disruptive role of psychoactive drugs when they are used, misused, and abused. (INTASC 1,6)
15. Identify the classifications of psychoactive drugs. (INTASC 1,6)
16. Identify factor which influence one's willingness to choose to use drugs. (INTASC 1,6)
17. List the possible influences that a psychoactive drug could have on a neurotransmitter function. (INTASC 1,6)
18. Identify the six general categories of drugs and their effect on people. (INTASC 1,6)
19. Identify and explain the various factors that influence the absorption of alcohol. (INTASC 1,6)
20. Describe special alcohol-related problems that exist for women. (INTASC 1,6)
21. Describe the characteristics of fetal alcohol syndrome and fetal alcohol effects. (INTASC 1,6)
22. Identify and describe the two components of tobacco smoke. (INTASC 1,6)
23. Describe the effects nicotine, tar, and carbon monoxide have on the body once they are inhaled. (INTASC 1,6)
24. Identify psychosocial factors that play a role in dependence development. (INTASC 1,6)
25. Describe the pervasiveness of cardiovascular disease. (INTASC 1,6)
26. Evaluate the terminology associated with cardiovascular disease. (INTASC 1,6)
27. List and describe the common actions that could be implemented to reduce cardiovascular disease. (INTASC 1,6)

INSTRUCTIONAL STRATEGIES

Cooperative Learning Activities

Online Discussion Boards

Written and Oral Communication Tasks

LEARNING EXPERIENCES

Through the following discussions, written assignments, and special projects you will get a great deal of hands on work in the area of community and personal health. Assignments and reading need to be completed before class, as students will need that information to participate in class.

1. Complete all discussions
2. Complete all assignments
3. Complete all quizzes and exams

EVALUATION AND GRADING

- **LATE WORK WILL NOT BE ACCEPTED.** It is your responsibility to contact the instructor prior to the assignments due date if you are having a problem finishing an assignment.
- If you let me know ahead of time that you are having trouble finishing an assignment there will be a solution.
- Your participation in the class and in blackboard discussions will affect your grade either negatively or positively.
- There will not be make-up exams unless it is arranged prior to the exam.
- **COMPLETION OF ALL EXAMS IS REQUIRED**
- Failure to complete an exam will drop final grade one letter.

GRADE DISTRIBUTION

Grading Scale:

- A = 90%
- B = 80%
- C = 70%
- D = 60%
- F = below 60%

NOTES

EXPECTATION FOR PARTICIPATION

1. The student will be expected to submit of assignments and tests by the posted deadlines through Blackboard. The student may work at a faster pace if the assignments are available.
2. The student will communicate via email if they need for help with a particular assignment, or reasons for late submission of assignments.
3. The student should include the course number, the course title, and a brief reason in the title of their emails when emailing the instructor about course work.
4. The students work should be of college quality which includes proper sentence structure, proper grammar, and correct spelling and punctuation. Make references to any work that is copied or quoted.

Late Arrivals

The grading system for students adding this course after the first day of instruction will be modified. The student will be graded only on the activities that transpired while the student is enrolled. Students will not receive points for assignments covered during their absence. The student is responsible for learning the course material that was covered during their initial absence.

SUBSTANTIVE INTERACTION IN A TIMELY MANNER:

1. Students will receive communications from the instructor through announcements in class and email.
2. Correction of tests and assignments by the instructor with feedback to the student will be completed in timely manner.

ASSUMPTION OF RISK: There are many special benefits from the activities being offered to students by the Division of HPER. Within the activities it must be understood that there are dangers that may lead to injury to students. Therefore, the purpose of this section is to make all students aware that dangers do exist and that participation is done with the understanding that risks are involved. It is to be further understood that students must share in the responsibility for their own safety and the safety of others.

STUDENT CLASSROOM COMPUTER USAGE:

Students have the privilege to use a Tablet PC or computer in the classroom for academic purposes. This privilege can be revoked as deemed appropriate by the professor teaching the course. On occasion, the professor may require the use of the computer to cease based on course content for the instructional period

BIBLIOGRAPHY

Doolittle S. & Fay T. *Authentic Assessment of Physical Activity for High School Students*. NASPE

Lambert, L. (2007). *Standards-Based Assessment of Student Learning* (2nd ed). NASPE

Payne, Wayne A.; Hahn, Dale B.; Lucas, Ellen B., Understanding Your Health, 11th Edition, McGraw Hill Higher Education

Winnick, J & Short, F. (1999). *The Brockport Physical Fitness Test Manual*. Champaign, IL: Human Kinetics.

FOR YOUR INFORMATION

SLO's for all majors can be found on Moodle under **MSU Academic Student Learning Outcomes**.

The INTASC Standards adopted for the Reflective-Experiential Model for Early Childhood Education, Elementary Education and Secondary Educations can be found on the Moodle page under **Accreditation**.

The following important student information can be found on the Moodle page under “Important Student Information” link:

- English Proficiency and Other academic Concerns
- Students with Disabilities

- Academic honesty
- Emergency Notification
- Continuity of Academic Instruction for a Pandemic or Emergency
- Family Educational rights and Privacy Act of 1974 (FERPA)

