

COLLIN COLLEGE
COURSE SYLLABUS

Course Information

Course Number: PHED 1304

Course Title: Personal/Community Health

Course Description: This course provides an introduction to the fundamentals, concepts, strategies, applications, and contemporary trends related to understanding personal and/or community health issues. This course also focuses on empowering various populations with the ability to practice healthy living, promote healthy lifestyles, and enhance individual well-being.

Course Credit Hours: 3
Lecture Hours: 3

Student Learning Outcomes:

- **State-mandated Outcomes:** Upon successful completion of this course, students will:
 1. Evaluate the dimensions of health and how they relate to personal and/or community wellness. (Critical Thinking Skills)
 2. Explain the importance of nutrition, a healthy lifestyle, and staying physically active in preventing premature disease and promoting wellness. (Communication Skills)
 3. Describe the leading health problems, trends, and needs of diverse populations. (Communication Skills, Social Responsibility)
 4. Identify major agencies, foundations, and associations supporting health at local, state, national and international levels as well as data tools and resources.
 5. Evaluate sources of health information, including the internet, to determine reliability.
 6. Develop, and implement a plan of healthy behavior to meet personal and community needs to enhance quality of life. (Empirical and Quantitative Skills, Social Responsibility)

Withdrawal Policy: See the current *Collin Registration Guide* for last day to withdraw.

Collin College Academic Policies: See the current *Collin Student Handbook*

Americans with Disabilities Act Statement: Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the ACCESS office, SCC-D140 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

INSTRUCTOR INFORMATION

Instructor's Name: Traci Ramsey

Office Number: U-127 (PRC)

Office Hours: On-site in U-127: Mondays 10:30am-noon
Tuesdays 10:15-11:45am

Online in Canvas: Sundays 6:00-8:30pm, Mondays 10:00-10:30am. To join the online session inside Canvas, log into the class, go to "Home" (left), scroll down to "Zoom Session" (in blue).

Phone Number: 972-881-5713

E-mail: You can get to Canvas by logging on to Cougar Web. Once classes begin, all correspondence should be inside the mail tool in Canvas. Responses to e-mail will occur within 48 hrs. except on weekends. If Canvas is down, you may contact me at tramsey@collin.edu. Web site: <http://iws.collin.edu/tramsey> can be used as an alternate way to download the syllabus for due dates/times, etc.

Class Information: **Personal & Community Health- online**

Section Number: **PHED 1301.WP1** **Spring 2018** (Jan. 16-May 11)

Meeting Times: There are no mandatory on-site meeting times. The course calendar details course work, due dates & times. All course work is due in Central Standard Time (CST).

Meeting Location: Canvas

Minimum Technology Requirement: To find the minimum system requirement for Blackboard go to this link, <http://online.collin.edu/StudentInformation.html> Software: Internet Explorer or Firefox (for PC); Firefox (for Mac) , [Adobe Acrobat Reader](#) , Microsoft Word 2003 or [Microsoft Word 2003 Viewer](#), [Window Media Player](#), Microsoft PowerPoint 2007 or [Microsoft PowerPoint Viewer 2007](#)

Minimum Student Skills: Time management. This course requires approximately 9 hours of study per week. Consistent review of course lecture notes & prompt submission of assignments is expected. Late work will not be accepted. If you do not submit any work by **8:00 pm Jan. 28**, no other work will be accepted. If you are having difficulty, contact the instructor. This is not a self-paced course. There will be specific due dates and activity requirements just as in an onsite class.

Late Date to Drop Course: March 9.

Netiquette Expectations & Classroom Management: Standards of courtesy and respect must be maintained at all times in our online "classroom" and e-mail. Join in to the discussion, but remember that this is still a "classroom" setting and that respect & consideration are crucial for any intellectual discussion. Discussion areas are the place for intelligent and respectful airing of ideas. Name-calling and personal

attacks are not permitted. Any violation of the standards of appropriate behavior online will be reported to the Dean of Students and appropriate disciplinary action will be taken by the college/instructor.

Collin College's Strategies of Behavioral Intervention (SOBI) team is an interdisciplinary, college-wide team whose mission is to provide support for students, faculty, and staff, and to facilitate a positive and effective learning environment. In order to accomplish this, the SOBI team has designed a process for assisting students who may display various levels of concerning behavior (e.g., strange or unusual behavior; changes in dress, personal hygiene, or physical appearance; threats of harm to self or others; etc.). Any behavior that becomes a concern to you or that negatively affects your ability to succeed as a student at Collin College may be referred to SOBI.

Please note that SOBI is not a disciplinary committee, and SOBI actions are not a substitute for disciplinary procedures. Reports of *Student Code of Conduct (Code)* violations will be referred directly to the Dean of Students for disciplinary action

Academic Dishonesty: Please refer to the current Collin College Student Handbook. If a student is found responsible for academic dishonesty, a penalty ranging from a 0 on an assignment to an F in the course will be assigned based on the instructor's interpretation of the severity of the situation.

Course Resources: Donatelle, R. 2016. *My Health*. 2nd edition. (ISBN: 978-0-13-386501-1) Pearson Publishing.

Supplies: Access to computer, printer, scanner, internet and transportation to volunteer/observation events

Attendance Policy: This course requires approximately 9 hours of study per week. Consistent review of course lecture notes & prompt submission of assignments is expected. Late work will not be accepted. If you do not submit any work by **Jan. 28 @ 8pm**, no other work will be accepted. If you are having difficulty, contact the instructor before deadlines. **This is not a self-paced course**; there will be specific due dates and activity requirements just as in an onsite class.

Additional Student Learning Outcomes: None

Americans with Disabilities Act: See Collin's Student handbook

Plagiarism: See Collin's Student handbook and Academic Dishonesty policy above

Method of Evaluation: Grade based on the following items:

Scale: 90 – 100 A	1. Quizzes (7 @ 5 pts. each)	35 points(%)
80 - 89 B	2. Nutritional Analysis Project	20 points(%)
70 - 79 C	3. Health Risk Project	10 points(%)
60 - 69 D	4. Community Project	15 points (%)
59 or below F	5. Assignments x 5 (2 pts. Each)	10 points (%)
	6. Discussions x 10 (1 pt. each)	<u>10 points(%)</u>
	Total:	100 points(%)

1. Quizzes (7 @ 5 pts. each)

(max 35 pts)

A total of 7 quizzes will be given. All quizzes will be taken inside Canvas. You will be allowed 30 minutes to complete each of these quizzes. Quiz material will come from lecture material, chapter readings & relevant assignments. Quizzes are not cumulative. Technical problems inside Canvas during the quiz should be directed to the 24-hour helpline number 972-377-1777 x option 5 or the eLC at 972-881-5870. Always call one or both of these numbers before contacting the instructor. Quiz grades will be posted within 7 days of the exam close date.

Quiz #1- week 3	Chapters 1, 2	Available Jan. 29 @ 9:00am- Jan 31 @ 11:59pm
Quiz #2- week 4	Chapter 10	Available Feb. 5 @ 9:00am- Feb. 7 @ 11:59pm
Quiz #3- week 6	Chapters 8, 9	Available Feb. 19 @ 9:00am- Feb. 21 @ 11:59pm
Quiz #4- week 8	Chapters 3, 11	Available Mar. 5 @ 9:00am- Mar. 7 @ 11:59pm
Quiz #5- week 10	Chapters 4, 5	Available Mar. 19 @ 9:00am- Mar. 21 @ 11:59pm
Quiz #6- week 12	Chapters 6, 7	Available Apr. 2 @ 9:00am- Apr. 4 @ 11:59pm
Quiz #7- week 17	Chapters 12, 13, 14, 15	Available May 7 @ 9:00am- May 9 @ 11:59pm

2. Nutritional Analysis Project

(max 20 pts)

Purpose: The purpose of this assignment is to critically evaluate the quality of your diet and determine any long term consequences for your current food choices.

Background: Most of us eat the same foods all the time, we just rotate them every 2-3 weeks. In addition, the average person is more disciplined with their diet during the weekday compared to the weekend. By recording all food & drink, you will get a brief snapshot of nutrient deficiencies. This information is critical to developing healthy eating habits, maintaining nutrient balance, and warding off disease.

Assignment Description: A 3 page minimum, double spaced, 12 pt. font paper should be written that addresses your diet in detail and includes information from each bullet point below. The due date for this assignment is **Monday, Feb. 19 at 5:00 pm**. Project grade will be posted by Feb. 26, at 5:00 pm. Submission link can be found inside Canvas under Modules- week 6. No late submission will be accepted. No credit will be given if submitted outside Canvas or in Canvas e-mail. You can submit work early in this location. Your submission should be clear, organized, and show an in-depth understanding of the topic by using relevant, quality content.

Record the food and drink consumed in your diet for 3 days. Two of the three days must be a Friday, Saturday, or Sunday. Record food in either cups or ounces, where 1 cup = 1 baseball and 3.5 ounces = a deck of cards. Weighing your food is not necessary. Use your best guess. After recording for 3 days, you have the following option to complete an analysis:

- Go to any of the 3 campuses (H-120 at PRC, J-110 @ SCC, and the library at CPC)
- Use an online diet analysis site like fitday.com, myfitnesspal.com, or any other diet analysis program you are familiar with.

Your analysis must show must be detailed enough to address each bullet point below. Attach the written paper to your computer analysis upon submission. The computer analysis does not count towards the 3-page written portion of this assignment. Each answers should address the

recommended amounts included in your textbook. Use these recommendations to determine the quality of your diet based on each question.

- Are you eating enough calories? How many are recommended for you? Discuss deficiencies or overages. Where are the sources you can get from food (not supplements) to decrease your deficiencies? How can you balance overages?
- Does your diet contain enough carbohydrate, fat, protein, vitamins, minerals, and water compared to the recommendations? Discuss any deficiencies or overages. Where are the sources you can get from food (not supplements) to decrease your deficiencies? How can you balance overages?
- Compare your fiber, sugar and sodium intake to the recommended amounts. Are you in range? What can you do to stay within recommended guidelines?
- Was your food over processed? Did it have more than 5 ingredients? Did you have/could you get the ingredients in the processed food to cook it at home?
- Was your food considered “fast food”? Why did you buy it? What was your mood when purchasing it? How would the “fast food” compare to the same home-cooked meal based on the questions above?
- Does your overall diet appear to be balanced?
- Are there any foods you consumed that may increase your risk for disease?

3. Health Risk Project

(max 10 pts)

Purpose: The purpose of this assignment is to gain experience identifying, interpreting and summarizing issues related to cardiovascular disease risk factors and to understand how those risk factors, when decreased, can reduce your risk of developing a major cardiovascular problem.

Background: Cardiovascular disease is the leading cause of death in the United States. It is primarily a lifestyle disease, implying many of the risk factors can be changed if lifestyle choices are altered. Becoming more educated about the modifiable risk factors can allow you to address these issues head on. This ultimately could improve your quality of life and potentially prolong it!

Assignment Description: A 2-page, double spaced, 12 pt. font paper should be written that addresses each bullet point. The due date for this assignment is **Monday, March 19 at 5:00pm**. Project grade will be posted by March 26 by 5:00pm. Submission link can be found inside Canvas under Modules-week 10. No late submissions will be accepted. The paper should be written in paragraph form, not bullet points. This assignment requires thoughtful answers that communicate a cohesive conclusion and offers relevant arguments to support your conclusion. Your intent is to show understanding of the subject matter. Background information to identify the problem or summarize the issue is required. Please reference the questions from each bullet point within your paper. (For example “My intervention plan to decrease my most important modifiable risk factor is...”)

- List 5 risk factors for cardiovascular disease that can be changed.
- List the 5 modifiable risk factors in order of importance to you & explain why they are listed in that order.
- Discuss why you chose those 5 risk factors & the relevance to your current lifestyle.

- Evaluate your current lifestyle habits and briefly discuss how you could lower the 4 least important modifiable risk factors.
- Develop an intervention plan to decrease your most important modifiable risk factor by developing an in-depth plan of action.
 - For example, if you chose physical inactivity, you would
 - Discuss your current physical activity level and compare it to current fitness recommendations.
 - Create a personalized cardiovascular, strength and flexibility exercise program based on current guidelines for exercise.
 - Address changes in your life that would have to be made in order to consistently maintain your exercise program.

4. Community Project

(max 15 pts.)

Purpose: The purpose of this assignment is to gain experience analyzing, identifying, and interpreting data that shows how health is influenced by where we live, learn, work, and play. This information can provide a starting point for community change.

Background: The *Rankings* are based on a model of population health that emphasizes the many factors that, if improved, can help make communities healthier places to live, learn, work and play. The rankings have been used every year since 2003, and nearly every county in the nation since 2010. Data collected from the rankings allows for a “population health checkup” by examining the strengths and limitations of communities.

Assignment Description: A 2 page minimum, double spaced, 12 pt. font paper should be written that addresses information from each section below. The due date for this assignment is **Monday, Apr. 30 at 5:00 pm**. Project grade will be posted by May 7, at 5:00 pm. Submission link can be found inside Canvas under Modules- week 16. No late submission will be accepted. You can submit work early in this location. No credit will be given if submitted outside Canvas or in Canvas e-mail.

Step 1: What is the health status in your county? Go to the County Health Rankings & Roadmaps website at <http://www.countyhealthrankings.org/>. Click on the State of Texas. Find your county in the “Overall Rankings in Health Outcomes” box to the Left in Green. Click on your County name on the left. “CON” is Collin County.

1. Where does your county rank compared to other counties in Texas?
2. Go to “Quality of Life”. What is the percentage of poor or fair health in your county?
3. Go to “Health Behaviors”.
 - What is the percent of adults who smoke?
 - What is the percent of adults who are obese?
 - What is the food environment index and what is your county’s ranking?
Hovering over the word will give you the definition.
 - What is the percentage of adults who are physically inactive?
 - What is the percentage of adults who have access to exercise opportunities?

- Choose (1) other statistic to discuss on this page.

Step 2: Compare your county to the lowest ranking county in Texas. On the Left, scroll down to find the lowest ranking county in Texas for Health Outcomes & Health Factors. Address all of the questions in part 1 above for the lowest ranking county. When compiling your data for submission, consider a side by side comparison to make your analysis easier.

Step 3: Analyze the data. This section requires thoughtful answers that communicate a cohesive conclusion and offers relevant arguments to support your conclusion. Your intent is to show understanding of the subject matter.

1. What are the major differences between the lowest & highest ranking counties based on the questions above? Can you guess why?
2. How does physical inactivity in both counties compare to the United States (click on the small chart to the right of the percentage to find this data)? Share your thoughts about why?
3. What can be done to decrease differences between the lowest & highest ranking counties in Texas at the State level? At the local level? At the individual level? Be creative & realistic! Who knows, you may be in charge someday!
4. What specifically can you do to improve the statistics in your home or family, county and in the State of Texas?
5. What health habits have you changed over the course of the semester that could affect the ranking results if everyone adopted your habits?

5. Assignments x 5 (2 pts. each)

(max 10 pts.)

Each written assignment will be worth a maximum of 2 pts. The name and location for each assignment is listed below. Specific instructions for each assignment can be found in your textbook on the page indicated below or inside Canvas. **No credit will be given if submitted outside Canvas or in Canvas e-mail.** Late assignments will not receive credit, however you can submit work early. All assignments are due on Mondays at 5:00pm. There are 2 options for completing & submitting work:

1. Photocopy the assignment from your textbook and answer each question, including “your plan for change” on a separate paper if necessary. Scan your work and upload as a .doc or .pdf file into Canvas. You can also take a picture of your completed work and upload to Canvas. Work submitted this way must be legible, so proof your submission before uploading to Canvas.
2. Type the questions, answers, and plan for change into a .doc or .pdf file. Upload to Canvas.

Assign. 1: Behavior Change Contract (p. 16). Due Jan. 22/ Grade available Jan. 29, 5pm

Assign. 2: Fitness Testing (handout in Canvas Modules, week 3). Due Feb. 5/ Grade available Feb. 12, 5pm

Assign. 3: How Well Do You Communicate? (p. 93). Due Mar. 19/ Grade available Mar. 26, 5pm

Assign. 4: What’s Your Risk of Alcohol Abuse? (p. 170). Due Mar. 26/ Grade available Apr. 2, 5pm

Assign. 5: Are You at Risk for Violence or Injury? (pp. 340-341). Due Apr. 16/ Grade available Apr. 23, 5pm

4. Discussions

(max 10 pts)

There will be a total of 10 discussions this semester. Each discussion is worth 1 point. Discussion questions can be found under the “Modules” link the week they are available (see below). **Discussions are available at 9am on Friday and must be answered by the following Monday at 5pm.** There are 3 requirements in order to receive full credit for your posting: (1) must be specific to the topic (2) answer the posting in great detail, being sure to reference information from the text, a journal, or a website to support your position. (3) give a unique point/response to the posting that has not been addressed. All students can read your posted responses.

Introduction discussion (not worth points) Jan. 16-22, 5pm

Discussion #1- Jan. 26-29/ Grade available Feb. 2, 5pm

Discussion #2- Feb. 2-5/ Grade available Feb. 9, 5pm

Discussion #3- Feb. 9-12/ Grade available Feb. 16, 5pm

Discussion #4 Feb. 16-19/ Grade available Feb. 23, 5pm

Discussion #5 Mar. 2-5/ Grade available Mar. 9, 5pm

Discussion #6 Mar. 23-26/ Grade available Apr. 2, 5pm

Discussion #7 Apr. 6-9/ Grade available Apr. 13, 5pm

Discussion #8 Apr. 13-16/ Grade available Apr. 20, 5pm

Discussion #9 Apr. 20-23/ Grade available Apr. 27, 5pm

Discussion #10 Apr. 27-30/ Grade available May 4, 5pm

Special note: You must communicate with the instructor INSIDE Canvas by 8:00 pm, **Sunday, Jan. 28.** Communication can be in various forms, including: submitting the course agreement response, answering the introductory discussion, or by taking the extra credit syllabus quiz by Jan. 28 at 11:59 pm. Monday, Jan. 29 is the census date and the instructor must submit names of any student who is not active in the course. Once your name has been submitted as "inactive", you could be dropped from the course...and you WILL NOT BE RE-ADDED.

TECHNICAL ASSISTANCE WITH CANVAS IS AVAILABLE FOR YOU:

If you have any technical problems related to Canvas or CougarWeb, you can click this technical support link, <http://www.collin.edu/academics/ecollin/>

Call the 24-hour/ 7 days per week support user line at **972-377-1777 x 5**. Examples of when you might call this number are when you have trouble viewing power point lectures or videos, have trouble submitting assignments, cannot read e-mail or experience other technical problems inside Canvas. The instructor will most likely refer you to this service, so always contact them first. **If you encounter a problem between 9am and 5pm Monday- Friday, you might get faster assistance by calling the eLC at 972-881-5870.** You can also e-mail them at ELC@collin.edu.

ADA Statement: Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the ACCESS Office (CPC D-118-I, PRC F-144C, or SCC-D140 or 972.881.5898, [V/TDD 972.881.5950]), to arrange for appropriate accommodations. See the current Collin student Handbook for additional information.

Course Calendar: This “quick glance” is provided to help you stay on task each week. Remember, always verify specific due dates in the previous pages of this syllabus.

	WEEK	CHAPTER	CHAPTER TITLE	SHOULD BE COMPLETED THIS WEEK BY THE DEADLINE
	1	1	Heathy Change	Introductory Discussion
	2	2	Psychological Health	Assignment #1 Discussion #1
	3	10	Fitness	Quiz #1 Discussion #2
	4	8	Nutrition	Quiz #2 Assignment #2 Discussion #3
	5	9	Weight Management and Body Image	Discussion #4
	6	3	Stress	Nutritional Analysis Project Quiz #3
	7	11	CVD, Cancer, and Diabetes	Discussion #5
	8	4	Relationships & Sexuality	Quiz #4
		5	Reproductive Choices	
	9		Spring Break	No classes
	10	6	Addiction and Drug Abuse	Health Risk Project Quiz #5 Assignment #3 Discussion #6
	11	7	Alcohol and Tobacco	Assignment #4
	12	12	Infectious Conditions	Quiz #6 Discussion #7
	13	13	Violence and Unintentional Injuries	Discussion #8
	14	14	Environmental Health	Assignment #5 Discussion #9
	15	15	Consumerism and Complementary and Alternative Medicine	Discussion #10
	16			Community Project

	17	Last week of the semester	Quiz #7
--	----	---------------------------	---------

Revised 1/12/18

Upon Review of This Syllabus You Should

1. Read it again thoroughly. Make sure you are clear about the expectations of the course and are willing to put in the time necessary to do well. This course requires a significant time commitment. Late assignments or excuses will not be accepted. Remember, you are completing the same amount of work as an on-site class. Time management is essential.
2. Develop an emergency plan for submitting your work. Find out campus library hours in advance so that you can use the computers if you run into problems. Know where the closest Fed Ex Office (or similar business) is in case the campus libraries are closed. Identify someone who will be able to assist you if you are not familiar with word documents or Canvas. Computer problems are no excuse! Work must only be submitted inside Canvas in the correct format for credit. Submit work early to ensure you won't lose points.
3. Print a hardcopy of the syllabus. Keep it in a safe place you can refer to often. Highlight due dates. Be sure to download an updated copy inside Canvas once classes start. Page 9, under the course calendar, shows the date the syllabus was last updated. Compare your hard copy to the syllabus inside Canvas.
4. Purchase the required text for the course (see page 3 of syllabus). Always take a copy of the syllabus with you when purchasing your books. Don't rely on bookstore employees to sell you the correct book. It is your responsibility to purchase the correct book. The textbook for this course is also on reserve at the PRC library.
5. Make sure your computer is ready to work. Make use of the eCollin website at <http://online.collin.edu> for an orientation and additional resources.
6. To locate your course offered in Canvas, go to cougarweb.collin.edu and log in. Click on the "My Courses" tab and click on your course listed in the My Courses channel. It will take you to this Canvas course.
7. **All items must be completed by Sunday, Jan. 28.**

1.) Extra Credit Syllabus Quiz. It is a 15-minute maximum quiz that tests your knowledge of the syllabus. This is the only item on this list that is available until 11:59 pm Sunday Jan. 28.

2.) Review & respond to the Course Agreement. Due at 8:00pm.