

Syllabus for HWM 300 Introduction to Human Health

IMPORTANT:

This course syllabus document contains basic information of each course. **Please refer to the content pages under the Course Information module on each course site for detailed guidelines, project information, rubrics, course/university policies, and other course-related information for each course.**

Instructor Information

Dr. Betsy Barrett

E-mail: barrettjournell@yahoo.com

Course Description

This course is designed to provide students with general background knowledge on many of the issues impacting our health today. Topics of study will include issues in mental, physical and social health such as stress, nutrition and fitness, alcohol, tobacco and other drugs, relationships and sexuality and diseases and disorders. An introduction to behavior change theories and the factors contributing to overall wellness will also be included.

Prerequisite(s): UW Colleges BIO 101 Concepts of Biology or equivalent.

Course Learning Outcomes

By the end of this course, you will be able to:

- Gain fundamental knowledge of the major areas of human health and how these areas either contribute to optimal health or premature illness
- Analyze major contributing factors to human health and ways in which individuals can be encouraged to improve health
- Comprehend concepts related to health promotion and disease prevention

Technology Requirement

You will use Padlet, an online bulletin tool for this course. You might need microphone or camera. They are not required and what you have on your smartphone should be able to meet the needs.

Course Activities

Readings/Viewings:

Please note, in the process of choosing a text, I found that the health and wellness textbooks available tend to feature the traditional college-age student living on a residential college campus. I realize that most of us do not fall under this description. Nevertheless, while some of the features and data in the text might not apply to us personally, we likely all have friends, family, acquaintances who do fall within this demographic, and as future wellness professionals we may find ourselves in a role that works with this segment of the population. So being abreast of the specific wellness aspects of this age group will serve us all well.

Lectures:

A PowerPoint video lesson corresponds with the content focus of each week. Most PowerPoint lecture-videos are about 30 to 35 slides in length. Take notes on the weekly PowerPoint lecture-video lessons to highlight key concepts. There is a transcript available for each lecture; just click on the "Transcript" button to download a PDF.

Online Bulletin Board Discussions:

You will be using Padlet, an online bulletin board to post your efforts in cultivating a new habit of well-being and provide encouragement to your peers in their efforts.

Assignments:

The assignments have been designed to assess your personal wellness, your learning of concepts discussed in the lessons, and your ability to apply what you are learning. For most assignments, you will be asked to write a reflection as part of the assignment. A thoughtful reflection involves deeper level thinking; connecting results and concepts to your personal experience and learning; applying concepts and making links; thinking about the implications; sharing changes and growth in thinking and understanding; comparing and contrasting; giving examples, pondering questions, and speculating on the answers.

To develop your ability to apply discipline-specific standards of communication and express your thoughts in writing in a succinct, grammatically correct, organized fashion (including appropriate grammar, word choice, clarity, punctuation, formatting), your written skills will be evaluated along with the content of your work. Specific instructions and a rubric used in the evaluation will accompany each assignment. If you have any questions at all about an individual assignment, please connect with me. Discussion posts are due on Friday at 11:59 p.m. CST of the respective weeks. All other due dates are Sunday at 11:59 p.m. CST of their respective weeks.

Quizzes:

A 10-point multiple-choice quiz will correspond with each week's PowerPoint lecture-video lesson and readings. The purpose of these quizzes is to reinforce key concepts and give me (as the instructor) feedback regarding student comprehension of concepts covered in the PowerPoint lecture-videos and readings. You may have two attempts at each quiz and the best score will be recorded. Quizzes will be posted Monday through Sunday at 11:59 p.m. CST of their respective weeks.

Suggested Weekly Sequence:

As a general guideline, an effective sequence for accomplishing weekly assignments is the following:

1. Check your e-mail daily.
2. At least once a week (and definitely before completing the weekly assignment), check our D2L course home page under News to read any posted announcements regarding content updates, weekly instructions, etc.
3. Review the PowerPoint lecture-videos and take notes.
4. Complete weekly readings.
5. Complete the weekly assignment and submit by the due date (typically Sunday at 11:59 p.m. CST although each of the two discussion posts is due on the Friday of their respective weeks).
6. Prepare for and complete the weekly quiz by Sunday at 11:59 p.m. CST. Remember you have two attempts for each quiz, so take the first one early enough to allow yourself enough time to take the second one should you decide you would like a second try.

7. Check your assignment submission for instructor feedback on Tuesday or Wednesday of the next week (accessible via the Dropbox).
8. Document your progress about the Plan for Cultivating New Habits for Well-Being on Padlet.

Grading Policy

- **Assignments**
 - There are 12 assignments @ 20 points each for a total of 240 points.
 - There is another assignments @ 40 points.
- **Quizzes**
 - There are 14 quizzes @ 10 points each for a total of 140 points.

TOTAL Possible Points = 420

Grading Scale:

A 90-100%

B 80-89%

C 70-79%

D 60-69%

F 59 and lower