

**HEALTH EDUCATION 166**  
Wellness and Lifestyle  
Department of Health and Kinesiology  
College of Education  
Sam Houston State University  
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**PROFESSOR**

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Office hours: Tuesdays and Thursdays 10am – Noon, or by appointment

**COURSE DESCRIPTION**

Everyday we make choices that can affect both how long and how well we live. The knowledge you acquire in this course will help you make better choices, ones that will have a direct impact on how you feel and function. Within this introductory Health Education course, students will develop an understanding of the following core health/wellness areas:

- Dimensions of health and wellness
- Models of behavioral change
- Psychological health
- Stress management and coping
- Multicultural wellness
- Fitness, movement and health
- Weight control and nutrition
- Relationships and sexuality
- Reproductive choices
- Prevention of infectious diseases
- Drug and alcohol use, misuse and abuse
- Personal safety
- Environmental health
- Aging and health

**CLASS STRUCTURE AND PHILOSOPHY**

Class will be a combination of lecture and class discussion. Students must be prepared each class meeting to participate and to actively engage with the course materials. Students are expected to take notes during class – PowerPoint notes will not be provided to the students.

**COURSE GUIDELINES**

- All assignments must be typed (double-spaced).
- All materials submitted for this course must be original works of the student (see plagiarism). Papers/projects are to be used for this class only.
- Assignments are due at the beginning of class on the assigned date. Late papers will be penalized 5 points per day.

- Do NOT submit assignments electronically (unless given approval)
- Turn off (or place in vibration mode) your cellular phones/pagers during class
- If absent, it is your responsibility to obtain the notes (see attendance policy).

## **ASSIGNMENTS AND EXAMINATIONS**

*Students will complete various assignments for this course. All assignments will be discussed in detail during class.*

1. **Attendance and Participation:** Regular and punctual attendance is required of all students. If a student does not provide a valid excuse for the absence, it will be considered unexcused. Students are permitted one “free” absence (without penalty). Students are not permitted to miss more than three days (including the “free” absence). Students missing more than three days will earn an “F” in the course.  
NOTE: Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.
2. **Personal Health Narrative:** Each student will develop a personal health narrative. The purpose of this assignment is to encourage students to think critically about their own health perspectives, behaviors, and experiences. Specifically, students will explore the following questions as they pertain to their own health and wellness. Students may want to incorporate additional questions specific to their own experiences.
  - What does health mean to you?
  - How has your definition of health changed over the years (i.e., adolescent, young adult, college student)?
  - Do you consider yourself a healthy individual?
    - What makes you healthy?
    - What makes you unhealthy?
  - How would you like to improve your health?
  - Have you attempted to improve your health behavior in the past (i.e., weight loss, smoking cessation, stress levels)? If so, were you successful? Why or why not?
  - What barriers prevent you from obtaining your health goals?
  - How are your current health behaviors influenced by your family (socialization) and social structure (friends, lifestyle, environment)?
  - How does your current lifestyle (college student) encourage and/or prevent healthy living?
  - What do you hope to learn from taking this course? (I’m obviously optimistic...!)

As with all papers in this class, I encourage each student to critically and creatively explore her/his personal health. It is important for students to understand that all information will remain confidential. Papers are expected to be 3-5 pages and may be written in the first person.

3. **Family Health Profile:** The family health profile allows you to create a personalized family history report using the following website - (<http://www.familyhistory.hhs.gov/>). Information you provide creates a drawing of your family tree and a chart of your family health history. Both the chart and the drawing can be printed and shared with your family members and/or your healthcare professional. Used in consultation with your healthcare professional, your family health history can help you review your family's health history and develop disease prevention strategies.

To complete this assignment, students must gather health information from their family members. If any student has difficulty acquiring the required information, please speak with me immediately.

Students must submit the following documents:

- Drawing of family tree\* (generated from website)
- Chart of your family health history\* (generated from website)
- 2-3 page personal reaction – question to consider:
  - In what ways did you benefit from conducting this assignment?
  - What information did you learn (about yourself, family...)?
  - What challenges did you face in conducting this assignment?
  - What was your experience talking with your family members regarding their health?
  - How did your family members respond to your interest in their health?

NOTE: I suspect that students will most likely incorporate additional questions/issues.

\* Samples are provided in the syllabus packet

4. **In-Class Assignments:** Students will complete a number of in-class assignments (on occasion, these assignments will be “take-home”). Each assignment ranges from 5-15 points. If absent, students are not permitted to “make-up” the assignment (unless excused), although I will always provide absent students with a copy of the assignment.
5. **Examinations:** There will be two examinations in this course (mid-term and final). Each exam will be cumulative and will include multiple choice, matching, and short answer essay questions. Students are responsible for all information presented in class, as well as any handouts/articles disseminated. Specifics regarding each examination will be discussed in class.

Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Please refer to the University's Code of Student Conduct for actions that may result from student academic misconduct. The consequences for any infraction will include no credit for the assignment and being reported to academic affairs. If you have any questions about what constitutes plagiarism, please see me.

Americans with Disabilities Act (ADA): At the beginning of the semester, any student with a disability should inform the course instructor of instructional accommodations or academic adjustments that will be needed. For more information about the ADA and academic accommodations or adjustments, contact the Office of Disability Resources and Services at - <http://www.shsu.edu/~counsel/sswd.html> or (936) 294-1720.