



HEED 1316: Foundations of Health
(3 credit hours)
FALL 2009
T, R 9:30 – 11 AM

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Primary Text: Insell, P.M. & Roth, W.T. (2008). *Core Concepts in Health Brief*. 11th ed. Update, Boston: McGraw-Hill.

Purpose/Goals: Upon completion of this course, the student will:

- Discuss the dimensions of wellness underlying personal health
- Develop and apply scientific skills that enhance well-being
- Communicate personal health beliefs through class discussion
- Value the importance of attitude in relation to healthy lifestyle choices
- Utilize problem solving and critical thinking skills in planning and implementing lifestyle changes

General Learning Outcomes: Upon completion of this course, the student will:

- Define the concept known as optimal health, or wellness, and identify the primary components associated with optimal well being
- Design, implement, discuss, evaluate, and apply goal setting and time management skills to a personal behavior change strategy specific to one or more dimensions.
- Discuss the multidimensional nature of wellness and apply problem solving skills toward developing a justification for change in at least four dimensions of health
- Discuss and explore a variety of individual and global health issues
- Read and discuss assigned readings concerning health topics listed below

Chapter 1 Learning Outcomes: Taking Charge of Your Life

- Describe the six dimensions of wellness and a wellness lifestyle.
- Identify major goals of the national Healthy People initiative.
- Explain the importance of personal decision-making and behavior change in achieving a wellness lifestyle.
- Describe the steps in creating a behavior management plan to change a health-related behavior.
- Describe the influence of gender, ethnicity, income, and disability on health.
- Discuss the available sources of health information and how to think critically about them.

Chapter 2 Learning Outcomes: Stress the Constant Challenge

- Explain what stress is and how people react to it—physically, emotionally, and behaviorally.
- Describe the relationship between stress and disease.
- List common sources of stress.
- Describe techniques for preventing and managing stress.
- Put together a step-by-step plan for successfully managing the stress in your life

Chapter 3 Learning Outcomes: Psychological Health

- Describe what it means to be psychologically healthy.
- Explain how to develop and maintain a positive self-concept and healthy self-esteem.
- Discuss the importance to psychological health of an optimistic outlook, good communication skills, and constructive approaches to dealing with loneliness and anger.
- Describe common psychological disorders and list the warning signs of suicide.
- Explain the different approaches and types of help available for psychological problems.

Chapter 7 Learning Outcomes: The Use and Abuse of Psychoactive Drugs

- Define and discuss the concepts of addictive behavior, substance abuse, and substance dependence.
- Explain factors contributing to drug use and dependence.
- List the major categories of psychoactive drugs and describe their effects, methods of use, and potential for abuse and dependence.
- Discuss social issues related to psychoactive drug use and its prevention and treatment.
- Evaluate the role of drugs and other addictive behaviors in your life and identify your risk factors for abuse or dependence.

Chapter 8 Learning Outcomes: The Responsible Use of Alcohol; Tobacco

- Explain how alcohol is absorbed and metabolized in the body.
- Describe the immediate and long-term effects of drinking alcohol.
- Define alcohol abuse, binge drinking, and alcoholism and discuss their effects on the drinker and others.
- Evaluate the role of alcohol in your life, and list strategies for using it responsibly.
- List the reasons people start using tobacco and why they continue to use it.
- Explain the short- and long-term health risks associated with tobacco use.
- Discuss the effects of environmental tobacco smoke on nonsmokers.
- Describe the social costs of tobacco and list actions that have been taken to combat smoking in the public and private sectors.
- Prepare plans to stop using tobacco and to avoid environmental tobacco smoke.

Chapter 9 Learning Outcomes: Nutrition Basics

- List the essential nutrients and describe the functions they perform in the body.
- Describe the guidelines that have been developed to help people choose a healthy diet, avoid nutritional deficiencies, and reduce their risk of diet-related chronic diseases.
- Discuss nutritional guidelines for vegetarians and for special population groups.
- Explain how to use food labels and other consumer tools to make informed choices about foods.
- Put together a personal nutrition plan based on affordable foods that you enjoy and that will promote wellness, today as well as in the future.

Chapter 10 Learning Outcomes: Exercise for Health and Fitness

- Define physical fitness and list the health-related components of fitness.
- Explain the wellness benefits of physical activity and exercise.
- Describe how to develop each of the health-related components of fitness.
- Discuss how to choose appropriate exercise equipment, how to eat and drink for exercise, how to assess fitness, and how to prevent and manage injuries.
- Put together a personalized fitness program that you enjoy and that will enable you to achieve your fitness goals.

Chapter 11 Learning Outcomes: Weight Management

- Discuss different methods for assessing body weight and body composition.
- Explain the health risks associated with overweight and obesity.
- Explain factors that may contribute to a weight problem, including genetic, physiological, lifestyle, and psychosocial considerations.
- Describe lifestyle factors that contribute to weight gain and loss, including the role of diet, exercise, and emotional factors.
- Identify and describe the symptoms of eating disorders and the health risks associated with them.
- Design a personal plan for successfully managing body weight.

Chapter 12 Learning Outcomes: Cardiovascular Disease and Cancer

- List the major components of the cardiovascular system and describe how blood is pumped and circulated throughout the body.
- Describe the controllable and uncontrollable risk factors associated with cardiovascular disease.
- Discuss the major forms of cardiovascular disease and how they develop.
- List the steps you can take to lower your personal risk of developing cardiovascular disease.
- Explain what cancer is and how it spreads.
- List and describe common cancers—their risk factors, signs and symptoms, treatments, and approaches to prevention.
- Discuss some of the causes of cancer and how they can be avoided or minimized.
- Describe how cancer can be detected, diagnosed, and treated.
- List specific actions you can take to lower your risk of cancer.

Chapter 13 Learning Outcomes: Immunity and Infection

- Describe the step-by-step process by which infectious diseases are transmitted.
- List the body's physical and chemical carriers to infection.
- Explain how the immune system responds to an invading microorganism.
- List the major types of pathogens and describe the common diseases they cause.
- Discuss steps you can take to prevent infections and strengthen your immune system.

Chapter 14 Learning Outcomes: The Challenge of Aging

- List strategies for healthful aging and compare different theories on the causes of aging.
- Explain the physical, social, and mental changes that may accompany aging and discuss how people can confront these changes.
- Describe practical considerations of older adults, including housing, finances, health care, and transportation.

Chapter 15 Conventional and Complementary Medicine: Skills for the Health Care Consumer

- Explain the self-care decision-making process and discuss options for self-treatment
- Describe basic practices & providers of conventional/complementary/alternative medicine
- Explain how to communicate effectively with a health care provider and to evaluate different forms of treatment
- Discuss different types of health insurance plans

Chapter 17 Learning Outcomes: Environmental Health

- Discuss factors that contribute to unintentional injuries.
- List the most common types of unintentional injuries and strategies for preventing them.
- Describe factors that contribute to violence and unintentional injuries.
- Discuss different forms of violence and means of protection from unintentional injuries.
- List strategies for helping others in an emergency situation.

Evaluation:

1. Exams (2) 200
2. Quizzes (5) 100
3. Labs/Assignments 100
4. Projects 50
5. Research Paper and Presentation 100

Total Points 550

Exams: Two examinations will be given: a midterm and final exam. Two Scantron test sheets will be required (Form No. 882-E).

Quizzes: Quizzes will be given throughout the semester at the end of chapters or groups of chapters. Quizzes will contain material from previous lectures and discussions. One Scantron test sheet will be required (Form No. 882-E).

Labs/Assignments: A variety of labs (self-assessments) will be provided throughout the semester. Students must be in attendance to complete and earn points for this component.

Projects: Students will complete various assessments and projects during the term.

- ❖ Nutrition Assessment- analysis of the student's nutritional status including:
 - Total Caloric Expenditure
 - Resting Metabolic Rate
 - Activity Expenditure
 - Total Caloric Intake
 - Daily meal assessment
 - Calculation of calorie surplus or deficit
- ❖ Fitness Assessment- analysis of student's fitness/body composition status including:
 - Resting Heart Rate
 - Circumference Measures
 - Calculation of body fat %, Fat Weight, Lean Body Weight, Ideal Body Weight

Student Research Presentations:

Students will perform additional research on a specific course related topic and give a presentation on that topic.

Attendance: Class attendance is **required**. Excused absences include university approved absences or those for which I receive prior notification of (i.e. illness, doctor appointments, etc.). Each student is expected to prepare for class by reading the assigned chapter(s) **prior** to class. If you miss a class, you are responsible for obtaining all information presented.

Grading Scale

- 495-550 = A
- 440-494 = B
- 385-439 = C
- 330-384 = D
- 0-329 = F

Department of Kinesiology and University Academic Policies

Department of Kinesiology Drop Policy:

It is the responsibility of the student to **add or drop classes or withdraw from school** within the appropriate time frame established by the University Registrar. (The departments are not allowed nor obligated to add or drop students from classes.) Deadlines can be found in the current Schedule of Classes. **Deadlines may differ for Graduate Students and Undergraduate Students.**

The Department of Kinesiology Grade Requirement:

As stated in the undergraduate catalog, you are required to earn a “C” or better in ALL Kinesiology and Health courses to maintain your status as a Kinesiology major. Therefore, in the future, you will be required to retake any Kinesiology course in which you earned a “D” or “F.” These classes must be taken at UTA. If a “D” or “F” grade is earned you will need to contact your academic advisor, since you will need permission to continue to take Kinesiology and Health courses until the grade is replaced with a “C” or better grade. If you have any questions regarding this policy, please contact your academic advisor.

Grade Grievance Deadline Policy:

The student has one calendar year from the date a grade is assigned to initiate a grievance. The normal channels are: Department Chair or Program Director; Academic Dean; and the Provost.

Americans With Disabilities Act:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

Academic Integrity:

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2)

Student Support Services Available:

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

Final Review Week:

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabi. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. Classes are held as scheduled during this week and lectures and presentations may be given.

E-Culture Policy:

The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email.

All students are assigned an email account and information about activating and using it is available at www.uta.edu/email. New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington. Students are responsible for checking their email regularly.

Library Information:

Antoinette Nelson is the Head of the UTA Science and Engineering Library and is the primary Department of Kinesiology Librarian. She can be reached at 817-272-7433, and by e-mail at nelsona@uta.edu. Ms. Nelson's office is in the basement of Nedderman Hall. A secondary contact for the Department of Kinesiology is Helen Hough, Health Sciences Librarian. Her phone is 817-272-7429 and email is hough@uta.edu. Ms. Hough's office is in the Central Library, Room 314. In addition, you will find online databases for researching Exercise and Sport Studies at: <http://www.uta.edu/library/mavinfo/sport.html>

Electronic Device Policy:

Students are expected to turn off cell phones and other electronic devices that may interrupt the class. No cell phones or other electronic devices shall be used in class, including text messaging.

The University of Texas at Arlington College of Education Mission, Core Values and Professional Dispositions

MISSION: To develop and deliver an educational program that ensures the highest teacher, administrator and allied health science preparation and performance and to be a recognized contributor in the field of educational and allied health science research and practice through effective teaching, quality research and meaningful service.

The Educator and Administrator Preparation units' collaboratively developed shared vision is based on these **CORE VALUES**, dispositions and commitments to:

- Excellence
- Learner-centered environment
- Diversity
- Technology

- Research-based
- Collaboration

- Field Experiences
- Life-long Learning

Each candidate in the Educator and Administrator Unit of the College of Education of UT-Arlington will be evaluated on **PROFESSIONAL DISPOSITIONS** by faculty and staff. These dispositions have been identified as essential for a highly-qualified educator. Instructors and program directors will work with candidates rated as “unacceptable” in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies.

Demonstrates excellence

- Meets stated expectations of student performance.
- Keeps timelines. Arrives on time for class and other activities.
- Produces significant artifacts of practitioner evidence.
- Possesses a willingness to set goals.
- Attends all classes/trainings and practicum experiences.
- Completes activities as assigned.
- Has appropriate personal appearance and/or hygiene for professional setting.

Participates in a learner centered environment and shows respect for self and others

- Uses appropriate and professional language and conduct.
- Supports a "high quality" learning environment.
- Shows respect and consideration for the thoughts and feelings of others.

Research-based pedagogy

- Has an awareness of and willingness to accept research-based concepts.
- Identifies important trends in education.
- Demonstrates interests in learning new ideas and strategies.
- Relates class discussions and issues to current events in education.

Participates in on-going collaboration with peers and professionals

- Demonstrates kindness, fairness, patience, dignity and respect in working with peers, staff and instructors.
- Works effectively with others.
- Assists others in the university classroom or practicum setting.
- Demonstrates an openness to assistance from others.
- Receives feedback in a positive manner and makes necessary adjustment.

Exhibits stewardship of diversity

- Shows appropriate stewardship and tolerance to diverse people, environments, and situations.

Advocates use of technology

- Uses and applies existing technologies sufficiently in work.
- Shows a willingness to use and apply emerging technologies in work.

Shows interest in the learner and the learning-process

- Demonstrates significant learning improvement over time.

- Shows interest in the learning process and demonstrates the necessary amount of time, energy, and enthusiasm for becoming better learners, teachers, and practitioners.

**KINE 1316 Foundations of Health
Tentative Schedule – Spring 2009**

Date	Day	Topic
8/25	T	Course Introduction - Overview of Syllabus
8/27	R	Taking Charge of Your Health
9/01	T	Stress the Constant Challenge
9/03	R	Stress the Constant Challenge
9/08	T*	Psychological Health
9/10	R	Nutrition Basics
9/15	T	Weight Management
9/17	R	Exercise for Health and Fitness
9/22	T*	Exercise for Health and Fitness
9/24	R	The Use and Abuse of Psychoactive Drugs
9/29	T	The Use and Abuse of Psychoactive Drugs
10/01	R	The Responsible Use of Alcohol
10/06	T	The Responsible Use of Alcohol
10/08	R*	Toward a Tobacco Free Society
10/13	T	Toward a Tobacco Free Society
10/15	R	Midterm Exam
10/20	T	Immunity and Infection
10/22	R	Sexually Transmitted Diseases
10/27	T	Cancer
10/29	R	Cancer
11/03	T	Cardiovascular Health
11/05	R	Cardiovascular Health
11/10	T*	Aging: A Vital Process
11/12	R	Aging: A Vital Process
11/17	T	Death and Dying
11/19	R	Student Research Presentations
11/24	T*	Student Research Presentations
11/26	R	THANKS GIVING
12/01	T	Student Research Presentations
12/03	R	Student Research Presentations
12/10	R	Final Exam (8-10:30)

* = Indicates conclusion of major units (likely days for a **quiz** to be administered). Be sure and stay current with your reading.