

Semester:	Spring 2017
Course Number:	10:832:242:90
Day and Time:	Principles of Health & Wellness
Course Day & Time:	On-Line Course
Instructor:	Francesca M. Maresca, Ph.D., CHES Adjunct Faculty & Director of Health Outreach, Promotion and Education-Rutgers Health Services
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Office Hours:	By appointment only on Monday, Tuesday & Wednesday, 9:30 a.m. – 3:30 p.m. at 8 Lafayette Street, College Avenue Campus. Phone appointments available as well.
Required Text:	<i>Health Education: Creating Strategies for School & Community Health, 4th Edition</i> , Gilbert, Sawyer & McNeill (editors) The book has been ordered through the Rutgers Barnes & Noble Bookstore on College Avenue. It can also be obtained through amazon.com. The book must be purchased by January 26, 2017.
Additional Materials:	Additional required readings as assigned will be posted on the course SAKAI site.

Course Description

Focus on health education, health promotion, wellness, community engagement, and the ramifications of lifestyle choices from a personal and societal perspective.

Course Goals & Objectives

“Wellness must be a prerequisite to all else. Students cannot be intellectually proficient if they are physically and psychologically unwell.” Ernest Boyer.

SAS Core Curriculum Learning Goals

In addition broad set of course-specific learning goals, this course satisfies three of the SAS Core Curriculum-required Learning Goals, specifically goals h, m, and n. Thus, at the end of this course students will be able to:

1. Understand the bases and development of human and societal endeavors across time and place as related to health and wellness education and developments (SAS Core Curriculum learning goal h).

2. Understand different theories about human culture, social identity, economic entities, political systems and other forms of social organization related to health and wellness (SAS Core Curriculum learning goal m).
3. Apply concepts about human and social behavior to particular questions or situations related to health and wellness (SAS Core Curriculum learning goal n).

Public Health Learning Outcomes

By the end of this course, students will:

1. Think critically in public health;
2. Effectively communicate public Health Information; and,
3. Utilize information literacy skills in public health.

Course Overview and Requirements

This course is designed to examine the field of health promotion as a discipline and as potential career. Content areas of health and wellness will also be explored in addition to the components of effective health and wellness education. Each week's class will contain several components: lecture, on-line discussion, and video.

Course Learning Goals:

- Identify, understand, and incorporate the foundation principles of health and wellness education.
- Identify and understand health education, health promotion, wellness, community engagement, communication and leadership skills.
- Demonstrate knowledge of health education and wellness theories and organizational development.
- Demonstrate critical thinking skills related to community, institutional and individual health.

COURSE SYLLABUS

Required readings are to be completed for the class date listed. Readings in addition to those listed may be assigned.

Week/Date	Topic	Reading	Assignment
Week 1			
January 17-22	Introductions, syllabus & course review, expectations,	SYLLABUS and course overview	
Week 2			
January 23-29	The Dimensions of Wellness History of Health Education	Chapter 1: Introduction	Discussion
Week 3			
January 30- February 5	Instruction Logistics Healthy People 2020 & Healthy Campus 2020	Chapter 2: Planning for Instruction Healthy People 2020	Discussion
Week 4			
February 6-12	Theories, educational principles & learning Obesity	Chapter 3: Contextual Considerations for Behavior Change	Discussion
Week 5			
February 13- 19	Instructional methods Mental Health	Chapter 4: Methods of Instruction	Discussion History of Health Education Interview
Week 6			
February 20- 26	Creating Lesson Plans Environmental Health	Chapter 5: Presentation and Unit Plan Development	Discussion
Week 7			
February 27- March 5	Mid-Term Exam (open 3/2 at 8:00 a.m. through 3/4 at 11:00 p.m.)	Chapters 1-5, Healthy People 2020, Healthy Campus 2020, Obesity, Mental Health, Environmental Health	
Week 9			
March 6-10 Note: short week	Break week to think about your grades so far!		
March 11-19	SPRING BREAK –ENJOY!		
Week 10			
March 20-26	Technology	Chapter 6: Personal Computers & the Internet	Discussion

Week 11			
March 27- April 2	Technological Literacy Alcohol & Other Drugs	Chapter 7: Media in Health Education	Discussion
Week 12			
April 3-9	Minority Populations	Chapter 8: Minority Health	Discussion
Week 13			
April 10-16	Working with challenging populations (Dis)ability	Chapter 9: Special Challenges	Discussion National Health Promotion & Behavior Change Campaign
Week 14			
April 17-23	Sexuality education Sexual Health	Chapter 10: Controversial Topics	Discussion
Week 15			
April 24 - 30	Final questions from class, housekeeping		
May 4-6	FINAL EXAM (open from May 4 at 8:00 a.m. through May 6 at 11:00 p.m.)	Chapters 6-10, Alcohol & Other Drugs	

As of 01/13/15

Assessment

The following assignments will assess the course learning goals:

SAS Core Curriculum Learning Goals

- Understand the bases and development of human and societal endeavors across time and place as related to health and wellness education and developments (SAS Core Curriculum learning goal h).
 - *History of Health Education Interview paper*
 - *Pop quiz*
 - *Mid-Term Exam*
- Understand different theories about human culture, social identity, economic entities, political systems and other forms of social organization related to health and wellness (SAS Core Curriculum learning goal m).
 - *National Health Promotion Campaign & Behavior Change paper*
 - *Pop Quiz*
- Apply concepts about human and social behavior to particular questions or situations related to health and wellness (SAS Core Curriculum learning goal n).
 - *Class Participation in discussions*
 - *Final Exam*

Public Health Learning Outcomes

1. Think critically in public health
*Examples The required National Health Promotion Campaign & Behavior Change paper focus on identifying key elements of health education models and applying them to a current health promotion campaign.
Active and thoughtful participation in on-line class discussions.*
2. Effectively communicate Public Health Information
*Examples: The required Pop quiz will require students to synthesize information from class with current health and wellness issues
Active and thoughtful participation in on-line class discussions.*
3. Utilize information literacy skills in public health.
Example: students must use appropriate APA formatting style and cite sources of all information utilized in the National Health Promotion Campaign & Behavior Change paper.

GRADING PHILOSOPHY & OTHER CONSIDERATIONS

Everyone has the opportunity to build his/her grade. Each assignment has a designated number of points. The number of points awarded for each assignment depends upon whether or not the requirements of the assignment are met. Note that issues such as spelling, grammar and syntax are important and points will be deducted for poor spelling, grammar and syntax on all written work. Points will be deducted for late assignments. No hard copy assignments will be accepted. There are no “do-overs” of assignments.

Your final grades are assigned utilizing the following grading rubric. Grades are **NOT** an opportunity for bargaining or negotiation. You will be assigned the grade you earned.

- A** Excellent, shows initiative, synthesizes and integrates assigned material with external sources and own thinking; **92-100**
- B+** Very good work, innovative thinking or excellent integration of work of others, **88-91**
- B** Exceeds minimum requirements, either shows own thinking or synthesizes and integrates assigned material with external sources; **81 - 87**
- C+** Good understanding of assigned material, but no effort to integrate own thinking or that of others; **78 - 80**
- C** Average work that meets the minimum requirements but does not show consistent understanding of material, poor quality; **70-77**
- D** Meets minimum requirements but does not show understanding of material, poor quality; **60-69**

F Unacceptable, does not meet minimum requirements; **0-59**

POINT BREAKDOWN:

ITEM	POINTS
Participation & Discussion	100 (20%)
Assignments	
History of Health Education Interview	50 (10%)
National Health Promotion Campaign & Behavior Change	75 (15%)
Pop Quiz 1	25 (5%)
Mid-Term Exam	100 (20%)
Final Exam	150 (30%)
TOTAL POINTS	500

Academic Integrity

Academic Integrity is vital to the mission of Rutgers, to education at Rutgers and membership in the Rutgers community. It is a core value that supports trust among students, and between students and teachers. It is also a shared value; administration, faculty and students each play a vital part in promoting, securing and nurturing it.

Academic dishonesty is not an individual act that affects only the students involved. It violates communal trust, impacts other members of the community, and is an offense against scholarship. For this reason, any instance of cheating or plagiarism will be dealt with harshly. Honesty matters. As a shared value, administration, faculty and students each play a vital part in promoting, securing and nurturing it. See the Rutgers Academic Code and Academic Oath at: <http://academicintegrity.rutgers.edu/>

COURSE REQUIREMENTS

Each week's class will contain several components: lecture, discussion questions, and videos.

CLASS PARTICIPATION

Though this is an on-line class, students in the class are still crucial to shaping the course - identifying topics, engaging in critical discussion, researching information and perspectives, and designing strategies for action. Therefore, it is critical that each student participates in every class by thoroughly and thoughtfully responding to the weekly discussion questions.

Student responsibilities include:

- **Prompt** responses to the discussion questions
- **Completion** of assigned readings
- **Active** participation in class discussions (via weekly discussion questions)
- **Communication** with the instructor in timely manner regarding any concerns/difficulties related to the course
- **Frequent and regular** visits to the course SAKAI site at <http://sakai.rutgers.edu>.

Instructor responsibilities include:

- **Respect** for students as co-learners in course
- **Adapting** the course framework to needs, interests and concerns of students
- **Availability** by appointment for meetings with students; availability by phone and e-mail
- **Maintaining** the SAKAI course website to accurately reflect the requirements of the course

TIPS FOR ON-LINE LEARNING

Organize your online learning time

On-line courses and distance education oftentimes require more organization from participants than in-person courses, especially if this is your first experience with on-line learning. Since this type of online course does not require you to show up at a designated location, at a specific time, each week, you are expected to set your own schedule for when you will engage with the course materials and contribute to the discussions.

I recommend committing at least 30-45 minutes per day, throughout the week, to log in to the course website to complete the assignments and participate in discussions and activities. This 30-45 minute period should be planned and blocked off during the day, just as you would for an in-person course.

If you don't plan specific times to engage with the course on a daily and weekly basis you run the risk of falling behind and being unable to meet the course requirements.

Plan for Internet Access

All of the course materials are available online, including on-line lectures and video. These lectures and videos require a good, reliable, internet connection. So, when you do access the course, particularly when you are going through the online materials and watching the lectures and videos, be sure to be in a place with good internet access.

Web browsers matter. Some people have better luck with Chrome, others with Firefox and some do just fine with Internet Explorer. If something isn't working and you check in with me and no one else is experiencing a problem, reload and try again or switch browsers.

Participate with purpose

The benefit of this online course lies in the contributions, perspectives, and experiences shared through your participation, particularly in the forum discussions.

SAKAI

This class utilizes SAKAI to manage the course, housing weekly lectures, videos/media, assignments, requirements, announcements, and readings. All students are **REQUIRED** to log into SAKAI in order to access these functions from the beginning of the course until the end. Important updates, announcements and other useful information will be posted to the SAKAI site on a regular basis. All written assignments are to be submitted through the SAKAI Assignment function.

PARTICIPATION/DISCUSSION QUESTIONS

Regular class participation will be necessary for you to fully understand the material in this class. Students are expected to actively listen to each lecture, and complete reading assignments **beforehand** in preparation for discussion, and respond constructively to classmates via the discussion questions. Additional readings may be included and may be included on quizzes, in discussion questions and on exams.

Each week, you will access a Power Point lecture with an audio component. You will hear the instructor "lecturing" with the slides. In addition to the textbook chapters, some weeks will also include lectures on wellness topics such as obesity, mental health, relationships, and alcohol and other drug use. Related videos will also be posted. Each week, a new discussion thread will be posted in the Forum Section of SAKAI. Some weeks may contain multiple topics. A total of ten discussions will be posted throughout the semester. Each discussion thread is worth up to **10 points** for a total of **100 Participation points**. Paying attention to the week's lecture, media clips and staying current on all readings can help increase your chances of scoring well on not just on exams but also on the discussion threads.

You must contribute an original response each week that is NOT simply a response to a classmate's contribution. **Late contributions will NOT receive credit**. The deadline for Discussion Question Forums is **11:55 p.m. on Sunday evening each week**.

Community standards are a must for a respectful dialogue in the Forum. A **Community Standards Overview for Open Dialogue and Discussion Threads** is in

the Resource Section. Please read it and print a copy for your reference. It also includes information on how to appropriately cite sources you may utilize in the discussion.

If you are unable to access weekly lectures due to an emergency, illness, or technical difficulties, it is your responsibility to contact the instructor as soon as possible. All lectures remain active on the site for the duration of the course. However, discussion threads must be addressed the week they are posted. You cannot contribute to a thread after it closes on the due date.

ASSIGNMENTS

All assignments are to be submitted via the SAKAI Assignment Function on the due date (Sunday evenings) by 11:55 p.m. Assignments submitted late will lose points. Each day an assignment is late, points will be deducted from the total points awarded. All written work **must be** spell-checked and edited for correct grammar and syntax. Points will be deducted for poor spelling, grammar and syntax. **Assignments submitted more than one week late will not be accepted.**

HISTORY OF HEALTH & HEALTH EDUCATION INTERVIEW

Each student will interview one individual who is at least seventy years old concerning the health care he/she received as young children. Ask them to describe any health care and health education they can remember. When was it? Where did it take place? Who provided the health care and education? Was it effective? Ask them to also describe any health education they may be receiving **currently**. Are there any similarities or differences with your experiences receiving health education today? What type of health education have you received? What type of health care have you received in the past and currently? Please identify whom you are interviewing (not name but relationship, i.e., grandmother, aunt, uncle, family friend, etc.), and provide their age.

Students will write a minimum 2-3 page paper, 12 point font, double spaced, with one-inch margins (including the first page) describing the interview. There are no page maximums for this assignment. All papers must be typed submitted on SAKAI through the Assignment Function as an attachment. **Due on February 19, 2017 at 11:55.**

NATIONAL HEALTH PROMOTION CAMPAIGN & BEHAVIOR CHANGE ANALYSIS

For this assignment, you will select a topic from the list below and find a national (in the United States) health promotion campaign that addresses the issue. Once the issue and campaign are identified, you will address the following:

- What, if any, behavior change model/theory is being utilized?

- Which populations is the campaign identifying as priority populations?
- Is the campaign culturally competent? Please explain your answer whether it is yes or no.
- Do you feel that this is an effective campaign? Why or why not? If not, please provide suggestions for creating a more effective campaign.

Make sure to identify the campaign and provide a website where information can be found. There is a 3-page minimum with no maximum page limit. The paper must be typed, double spaced, using 12-point fonts and 1-inch margins on all pages. **Due on April 16, 2017 at 11:55 p.m.**

Topics: select one

- Teen Pregnancy
- Physical Activity
- Emergency Preparedness
- Suicide
- Premature Birth
- HIV/AIDS Testing
- Drunk Driving

POP QUIZZ: There will be **one unannounced quiz** administered **prior** to the scheduled mid-term exam.

- The quiz will be administered via SAKAI and you will be alerted to the open quiz via a SAKAI announcement.
- Once the quiz is open, you will have exactly one hour to complete the quiz.
- At the end of one hour, the quiz will close whether or not you are finished.

EXAMS

Mid-Term Examination will take place from **Thursday, March 2, 2017 at 8:00 a.m. through Saturday, March 4, 2017 at 11:00 p.m.**

Final Examination will take place from **Thursday, May 4, 2017 at 8:00 a.m. through Saturday, May 6, 2017 at 11:00 p.m.**

Please note the following important information:

- Both the mid-term and final exam are open for 3 days;
- You will have three hours to complete the mid-term and the final exam;
- The 3-hour period will start when you open the exam. At the end of 3 hours, the exam will close whether or not you are finished. You will not be able to start the exam one day and finish on another;

- Save your work frequently as you take the exam. If SAKAI “bumps” you out than you can simply log back onto SAKAI; and,
- Do not click submit until you are satisfied that you have completed the exam. Once submitted, you cannot access the exam again.
- If you miss the “open” quiz/exam dates/times you will NOT be permitted to take the exam at another time.

OTHER CONSIDERATIONS: Students requiring accommodation due to a disability (learning, physical, emotional) must present proper documentation at the beginning of the semester.

Issues of Concern

If issues arise that impact your class attendance or work or if you have a grade dispute, you must make an appointment to meet with the instructor in person during office hours or by phone. These issues will not be discussed or resolved via e-mail.

Helpful University Resources

At some point in the semester, you may require assistance for a variety of issues. Following is a brief list of helpful University resources.

Rutgers Health Services

<http://health.rutgers.edu>

- Medical <http://rhsmedical.rutgers.edu>
- Counseling, Alcohol & Other Drug Assistance Program & Psychiatric Services (CAPS) <http://rhscaps.rutgers.edu>
- Pharmacy <http://rhspharmacy.rutgers.edu>
- Health Outreach, Promotion & Education (H.O.P.E.) <http://rhshope.rutgers.edu>

Deans of Students

<http://deanofstudents.rutgers.edu/>

Learning Centers

<http://lrc.rutgers.edu/>

Writing Centers

<http://wp.rutgers.edu/tutoring/writingcenters>

Math & Science Learning Centers

<http://mslc.rutgers.edu/>

Office of Violence Prevention & Victim Assistance



Edward J. Bloustein School
of Planning and Public Policy

Syllabus

<http://sexualassault.rutgers.edu/>

Center for Social Justice & LGBTQ Communities

<http://socialjustice.rutgers.edu/>

Office of Disabilities Services for Students

<http://disabilityservices.rutgers.edu/>

Public Safety

- RUPD <http://publicsafety.rutgers.edu/rupd/>
- Department of Transportation Services <http://rudots.rutgers.edu/>

If you are concerned about a friend in crisis (mental health, alcohol and other drugs, academic integrity, sexual violence) and feel they need assistance, please go to dosomething.rutgers.edu to share your concern. **This is NOT an emergency contact.** The student will be contacted by the appropriate University Student Affairs Unit in 24-48 hours. You can share your concern anonymously or submit your name.