

**Western Kentucky University Colonnade Program**  
**Department of Public Health**  
**PH 100 Proposal**

1. The Department of Public Health plans to offer PH 100: Personal Health as one of the courses in the Explorations category. PH 100 is for the Social and Behavioral Sciences subcategory.

2. PH 100: Personal Health (3 hours) meets all five learning objectives listed under the Social and Behavioral Sciences category. PH 100 helps students explore health behaviors and to use behavioral theories to explain why individuals make certain health decisions. The course also offers students the opportunity to identify the various levels/factors that influence individuals and community health behavior.

**Learning Objective 1: Students will demonstrate knowledge of at least one area of social and behavioral sciences.**

PH 100 is the fundamental course that introduces students to the field of public health/health education. This course offers a broad perspective of the health of individuals, communities and populations including the factors such as environmental, social, emotional, and physical that influence health. Students are also introduced to skills and strategies to improve on their health status. Students are assigned activities and complete worksheets that require them to demonstrate their knowledge in health and explain the behavior change process.

**Learning Objective 2: Students will demonstrate the ability to apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences.**

The Personal Health course requires students to select a health behavior to improve on during a 12-week period using strategies and tools discussed in class. The Transtheoretical Model (stages of change) is used to help explain the behavior change process and strategies to help individuals move along the continuum. The health behavior is selected through the completion of a comprehensive health assessment. Students have to keep a weekly journal demonstrating progress made towards the behavior and challenges faced along the way. Strategies used to overcome challenges have to be included in the project.

The Personal Health course also encourages students to use knowledge and research to identify risk factors for diseases. Risks factors are separated into modifiable and non-modifiable factors. Students are required to identify strategies to reduce the impact of the modifiable risk factors by creating plans for behavior change.

**Learning Objective 3: Students will be able to understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience.**

One of the overarching goals of Healthy People 2020, the 10-year national objectives for improving the health of all Americans is to “achieve health equity, eliminate disparities, and improve the health of all groups.” College students are diverse: gender, traditional, non-traditional, different race/ethnic backgrounds, students with disabilities, sexual orientation and a few more. Diversity also exists in communities and populations. Diversity impacts the health of the population in various ways. Some diseases/conditions affect some populations more than others requiring group-specific interventions and strategies. The PH 100 course exposes students to the characteristics of different groups and their needs. Strategies are then explored to identify ways through which the health of such populations will be improved to decrease disparities. Each topic discussed in the PH 100 course has a section on diversity for students’ review. Students get the opportunity to discuss the role of both traditional and non-traditional students on college campuses and how each group enriches the college experience. The effects of various diseases on groups such as men, the elderly and different race/ethnic groups are discussed throughout the entire course.

**Learning Objective 4: Students will demonstrate the ability to integrate knowledge of at least one area of the social and behavioral sciences into issues of personal and public importance.**

One activity in the PH 100 course is completion of a comprehensive health assessment at the beginning of the course. Students assess themselves in these areas: social and occupational health, social and psychological health, stress management, fitness, nutrition and weight management, alcohol, tobacco, and other drug use, disease prevention, sexual health, safety practices and violence prevention, health care consumerism, and environmental health. Students then use the results and work on the low scoring areas in their health behavior change project. They are encouraged to retake the comprehensive health assessment at the end of the course to see if improvements have been made. By improving on their health, students become better members of their society/community.

**Learning Objective 5: Students will demonstrate the ability to communicate effectively using language and terminology germane to at least one area of the social and behavioral sciences.**

The Personal Health 100 course is the fundamental course which introduces students to the public health/health education field. This course exposes students to the basic terminology in the health field. For instance the correct terminology for disease producing agents “pathogens” is

used in the course instead of “germs.” Different pathogens: viruses, bacteria, fungi, protozoa, their descriptions/characteristics and the diseases they cause are also discussed in the course. The chain of infection which explains how diseases are transmitted from one person to the other is also explained in the course.

### **3. Course Objectives:**

As a result of taking this course, each student should be able to:

1. Describe how personal health behaviors affect his/her current and future health status.
2. Investigate the role that heredity, behavior and other risk factors play in individual and group health.
3. Discuss how personal lifestyles contribute positively and negatively to one’s personal health.
4. Demonstrate skills necessary to make healthful choices and informed decisions for personal health.
5. Identify the differences in populations and groups and how these differences impact health status.
6. Design a personal health plan.

### **4. Brief description of how the department will assess the course for these learning objectives.**

Activities to be used to assess learning objectives include the comprehensive health assessment, health behavior project, quizzes, assignments/challenges, critical thinking (discussion board) activities and exams. The comprehensive health assessment, health behavior change project, quizzes, discussion board activities and exams will assess objectives 1-6. The comprehensive health assessment, health behavior change project and exams will specifically assess objectives 3-6. Exams, quizzes and discussion board will assess objectives 1-2. The criterion to be used to assess student outcomes:

1. Excellent: 70% of students will score 70 or higher on all four exams.

Good: at least 70% of students will score 70 or higher on 3 out of 4 exams.

Satisfactory: at least 70% of students will score 60 or higher on 3 out of 4 exams.

2. Excellent: 70% of students will score 80 or higher on the health behavior project.

Good: at least 70% of students will score 70 or higher on the health behavior project.

Satisfactory: at least 70% of students will score 60 or higher on the health behavior project.

3. Excellent: 70% of students will score 90 or higher on quizzes.

Good: at least 70% of students will score 80 or higher on quizzes.

Satisfactory: at least 70% of students will score 60 or higher on quizzes.

4. Excellent: 70% of students will score 90 or higher on assignments/challenges.

Good: at least 70% of students will score 80 or higher on assignments/challenges.

Satisfactory: at least 70% of students will score 60 or higher on assignments/challenges.

Excellent: 70% of students will score 90 or higher on discussions.

Good: at least 70% of students will score 80 or higher on discussions.

Satisfactory: at least 70% of students will score 60 or higher on discussions.

**5.** The Department of Public Health will offer 10-12 sections of the PH 100 course each semester. This is based on current enrollment in the PH 100 course. The course will be offered through a variety of ways: face-to-face, online and Independent Learning for easy access.

**Sample Syllabus (online version)**

**Western Kentucky University  
Department of Public Health  
PERSONAL HEALTH 100 - 719 (WEB)  
Spring 2013**

**Instructor 1: Dr. Grace Lartey**

**This is a web course and will be conducted entirely on Blackboard**

**BLACKBOARD:** This course will use the Blackboard online course management system which can be accessed at <http://ecourses.wku.edu> or by clicking **Blackboard** in the More Links menu at <http://www.wku.edu>.

**Office:** Academic Complex 129D (South Entrance)

**Office Hours:** Monday/Wednesday 8:30 am - 2:00 pm

**Phone:** 270-745-3941

**E-mail 1:** [grace.lartey@wku.edu](mailto:grace.lartey@wku.edu) (Mention your course number in the subject column of your emails.)

**Email 2:** colanda.austin576@topper.wku.edu

**REQUIRED TEXT:** Payne, W. A., Hahn, D. B. & Lucas, E. B. (2013). *Understanding Your Health*. (12th edition). McGraw-Hill

**COURSE DESCRIPTION:** Examines behaviors and environmental conditions that enhance or hinder an individual's health status. In addition to exploring social and environmental factors, students are encouraged to think critically about behavioral choices that impact ones' health. Students assess their individual behavior in the light of current scientific knowledge concerning mental health; drugs alcohol and tobacco; health care; selection of health products; prevention of disease; nutrition; exercise, and stress management.

**COURSE OBJECTIVES:** As a result of taking this course, each student should be able to:

<b>Course Objectives</b>	<b>Activities to support objectives</b>	<b>Assessment of objectives</b>
1. Describe how personal health behaviors affect an individual's current and future health status.	Comprehensive health assessment; health behavior project; longevity quiz; thinking quiz; discussion board.	Completion of these activities: Discussion board; exam; health behavior project.
2. Investigate the role that heredity plays in one's health status.	Comprehensive health assessment; health behavior project; longevity quiz; thinking quiz; discussion board.	Completion of these activities: discussion board; exam; health behavior project.

3. Discuss how personal lifestyles contribute positively and negatively to one's personal health.	Comprehensive health assessment; health behavior project; longevity quiz; thinking quiz; discussion board.	Completion of these activities: discussion board; exam; health behavior project.
4. Demonstrate skills necessary to make healthful choices and informed decisions for personal health.	Comprehensive health assessment; health behavior project; longevity quiz; thinking quiz; discussion board.	Completion of these activities: discussion board; exam; health behavior project.
5. Identify the differences in populations and groups and how these differences impact health status.	Comprehensive health assessment; health behavior project; longevity quiz; thinking quiz; discussion board.	Completion of these activities: discussion board; exam; health behavior project.
6. Design a personal health plan.	Comprehensive health assessment; health behavior project.	Completion of these activities: discussion board; exam; health behavior project.

### **Course Requirements:**

#### **1. Health Behavior Project (Due date –April 16; Mid-term review March 5)**

- a) Choose a health behavior to improve upon this semester.
- b) Write a one page introduction on why you have chosen this health behavior.
- c) State your goal and objectives.
- d) Write one paragraph each week about your actions and progress.
- e) At the end of the project time, write a one page summary of your success, challenges and your overall reflection of the project.
- f) Project must be submitted with a cover page (name, health behavior, due date).

**Project must be typed, double spaced, 12 font with 1 inch margins (check grading scale).**

2. Complete four exams
3. Discussion Board Activities
4. Assignments

**\*\*\* Extra Credit (optional):** Students will be eligible to earn up to 21 extra credit points by completing all the chapter personal assessments (1 point each).

**Evaluation:**

		<b>Your Points</b>
Exam 1	50 points	_____
Exam 2	50 points	_____
Exam 3	50 points	_____
Final Exam	50 points	_____
Discussions/Assignments	60 points	_____
Health Behavior Project	40 points	_____
<b>Total Points</b>	<b>300 points</b>	

**Exam Format**

All exams will be taken online. It is the student's responsibility to contact the instructor prior to the test either by e-mail or telephone if he/she will miss a scheduled exam. Make-up exams will be given only with appropriate documented medical/emergency excuses.

**Grading:**

A = 270 – 300 points

B = 240 – 269 points

C = 210 – 239 points

D = 180 – 209 points

F = < 180 points

**\*\*\*** The schedule and procedures in this course are subject to change in the event of extenuating circumstances. Each student is responsible for taking note of any announced changes. **Make it a point to check announcements and your WKU e-mail for class up-dates.**

**Exams:**

- **Multiple choice**
- **All questions will come from text and PowerPoint Notes**
- **Exams can be taken from any computer**
- **You will have a 2 hour period to complete each exam**
- **Exam I                      Thursday, February 14**
- **Exam II                     Tuesday, March 19**
- **Exam III                    Thursday, April 11**
- **Exam IV/Final            Tuesday, May 7**

**Personal Wellness Project:** Each student will be required to conduct a personal wellness project throughout the semester based on the results of his/her initial **Comprehensive Health Assessment**, which is found on pages 21-32 of the Text.

**Project Requirements:**

**Mid-term Journal Review due March 5, 2013**

**Health Behavior Project – Due April 16, 2013**

<b>PH 100 - Health Behavior Project Grading Scale</b>	<b>Points</b>	<b>Score</b>	<b>Comments</b>
Introduction – why behavior was chosen (1 page)	4		
Goal/objectives	4		
Weekly paragraphs about actions and progress	12		
Summary – success/challenges (including strategies used to overcome challenges) (1 page)	12		
Conclusion	4		
Paper presentation – cover sheet, grammar, spelling	4		
<b>Total</b>	<b>40</b>		

- **Due Date: April 16**
- Project details and format is available under course documents
- Proper goals and objectives formatting is available under course documents
- Make sure to write your name on the cover page of the project
- You are required to turn in your journal entries on **March 5** for review along with your introduction, goals and objectives.
- This will be turned in under assignments titled: Personal Wellness Journal record: (Your Name).
- Complete project will be turned in under assignments titled: Personal Wellness Project: (Your Name) on **April 16**.
- The Wellness Project must be submitted electronically by the due date.

**General Instructions:**

1. Paper must be double spaced, with Times New Roman Font of size 12.
2. Paper must be a minimum of 5 pages (including the cover page and the references)

**Discussion Board:** Each student must post on discussion board comments on the assigned question for the chapter. You will also be required to comment on at least one other post. The initial comment should be at least one paragraph. Response should be at least two sentences. You will be graded on: 1) Posting by due date; 2) Participation in discussion board (length of comment and response); 3) Grammar and expressiveness of your comments.

**COURSE CALENDAR**



WEEK	DATE	TOPIC	TEXT CHAPTER READINGS
<b>1</b>	January 22	Shaping Your Health; <b>Complete the Comprehensive Health Assessment in text pg 21-30. Take Longevity Quiz under External Links Discussion Board (Post by 11:59 pm on Thursday, January 24)</b>	1
<b>2</b>	January 28	Achieving Psychological Health; Managing Stress <b>Take Thinking Quiz Under External Links Chapter 2 Chapter Quiz (Due by 11:59 pm on Tuesday, January 29); Chapter 3 Chapter Quiz (Due by 11:59 pm on Thursday, January 31)</b>	2,3
<b>3</b>	February 4	Understanding Nutrition and Your Diet <b>Take Rate Your Restaurant Diet Quiz under External Links. Discussion Board (Post by 11:59 pm on Thursday, February 7)</b>	5
<b>4</b>	February 11	Living with Cancer; Managing Chronic Conditions	11,12
<b>4</b>	<b>February 14</b>	<b>Exam I</b>	<b>1,2,3,5</b>
<b>5</b>	February 18	Becoming Physically Fit; Enhancing Your Cardiovascular Health <b>Chapters 4 and 10 Quiz (Due by 11:59 pm on Thursday, February 21)</b>	4,10
<b>6</b>	February 25	Maintaining a Healthy Weight; <b>Calculate your body mass index (BMI) under External Links; Review Mayo Clinic under External Links. Discussion Board (Post by 11:59 pm on Thursday, February 28)</b>	6
<b>7</b>	March 4 <b>March 5</b>	Living with Cancer; Managing Chronic Conditions <b>Mid-term journal review due</b>	11,12
<b>8</b>	<b>March 11</b>	<b>Spring Break</b>	
<b>9</b>	March 18 <b>March 19</b>	Making Decisions about Drug Use; Taking Control of Alcohol Use. <b>Exam II Take Alcohol Quiz under External Links Discussion Board (Post by 11:59 pm on Thursday, March 21)</b>	7,8 <b>4,6,10,11,12</b>
<b>10</b>	March 25	Rejecting Tobacco Use; Becoming an Informed Health Care Consumer. <b>Use Smoking calculator to see how much smoking is costing you or a friend; take the Health Curriculum Quiz &amp; watch the video on Secondhand Smoke under External Links Discussion Board (Post by 11:59 pm on Thursday, March 28)</b>	9,18
<b>11</b>	April 1	Preventing Injuries <b>Take Safe Cycling Quiz under External Links</b>	19
<b>12</b>	April 8 <b>April 11</b>	Preventing Infectious Diseases; Exploring the Origins of Sexuality <b>Exam III</b>	13, 14 <b>7,8,9,18,19</b>
<b>13</b>	April 15 <b>April 16</b>	Preventing Infectious Diseases; Exploring the Origins of Sexuality; <b>Health Behavior Project Due Chapters 13 and 14 quiz (Due by 11:59 pm on Thursday, April 18)</b>	13, 14
<b>14</b>	April 22	Understanding Sexual Behavior and Relationships. <b>Examine information on InnerBody and Go Ask Alice under External Links</b> Becoming a Parent; Managing Your Fertility. <b>Examine various contraceptive methods under External Links. Discussion Board (Post by 11:59 pm on Thursday, April 25)</b>	15,16, 17
<b>15</b>	April 29	The Environment and Your Health; Accepting Dying and Death <b>Take the Ecological Footprint quiz under External Links Chapters 20 and 21 quiz (Due by 11:59 pm on Thursday, May 2)</b>	20, 21
<b>Finals Week</b>	<b>May 6</b>	Students must take the <b>FINAL EXAM online</b> on <b>TUESDAY, May 7</b> between 6:00am and 11:59 pm	<b>13-17, 20 &amp; 21</b>

**Note: External links activities/quizzes are not graded. They supplement chapter information.**

### **CLASS PARTICIPATION**

Class participation is expected in the form of discussion board activities, assignments, quizzes and projects.

### **STUDENT DISABILITY SERVICES**

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in Downing University Center, A-200. The phone number is 270-745-5004. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

### **WKU POLICY ON PLAGIARISM**

To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Papers will be processed through a software program used to check work for plagiarism.

### **WKU POLICY ON CHEATING**

No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination.

### **PRIVACY POLICY**

While every effort will be made to respect the privacy of students, the study and discussion of personal health topics has the potential for revealing sensitive issues. Any personal health information openly shared by students in class (such as family or personal health history, medical concerns, habits, etc.) must be considered private and confidential. No personal information shared in class will be divulged to others outside of class.