**SYLLABUS**

**MISSISSIPPI VALLEY STATE UNIVERSITY**

**DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND RECREATION**

**Fall 2018**

***Holistic Transformer: Transforming and developing scholars, reflective thinkers, and***

***responsible professional who in turn will change and transform the Delta and***

***society beyond.***

**HL 101/05 COMPREHENSIVE HEALTH**

**Instructor: Class Meetings: Location:**

**Dr. Atakpu MWF: 2:45 -3:25 HPER, Room 58**

**Phone: E-mail Address: Benedict.atakpu@mvsu.edu**

 **662 254 3557**

**Office Hours:** :

**CATALOG DESCRIPTION:**

HL 101, Comprehensive Health, includes basic information concerning the care of the body and common departures from health, and it discusses social, governmental, and environmental health programs.

**CREDIT HOURS: 3**

**PREREQUISITE(S): NA**

**PURPOSE/RATIONAL;**

HL 101 will introduce the student to a logically organized format, body of knowledge, from the biological and social science that is essential for sound decisions in health maintenance, conducive to a proper sense of health values. The Holistic Transformer Model (HTM) – the conceptual framework for teacher education at Mississippi Valley State University – is the basis of the design of HL 101 which is part of the program of study for physical education majors seeking licensors as physical education teachers, at the secondary level. Therefore, this course is a step in the preparation physical educators who are Holistic Transformers, or teachers who are scholars in their field, facilitators of learning and physical development for all students.

**GENERAL COURSE GOALS**

**The general course goals for HL 101 include;**

1. Understanding how health impacts quality of life;

2. Understanding the importance of lifestyle in disease prevention;

3. Understanding environmental health;

4. Gaining an understanding of behavior management plan to change a health-related behaviors;

5. Learning the factors that contribute to Cardiovascular Disease;

6. Learning how exercise influences quality of life;

7. Explaining how to put together a personalized exercise program; and

8. Gaining an understanding of life strategies for healthful aging.

**MATRIX: LINKAGE OF THE HTM AND HL 101 GENERAL COURSE GOALS**

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| **General** | **HTM** | **HTM** | **HTM** |
| **Course Goals** | Scholar | Responsible Professional | Reflective ThinkerFacilitator  |

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**COURSE CONTENT**

**TEXT**

Insel, P.M., and Roth, W.T. (2002). Core Concepts in Health, (10th Ed.). McGraw Hill.

 **Major areas of study and related activities**

1. Taking Charge of Your Health;

 2. Stress: The Constant Challenge;

 3. Psychological Health;

 4. Intimate Relationships and Communication;

 5. Sexuality, Pregnancy, and Childbirth;

 6. Contraception and Abortion;

 7. The Use and Abuse of Psychoactive Drugs;

 8. Alcohol and Tobacco;

 9. Nutrition Basics;

 10. Exercise for Health and Fitness;

 11. Weight Management;

 12. Cardiovascular Disease and Cancer;

 13. Immunity and Infection;

 14. The Challenge of Aging;

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

 16. Personal Safety: Protecting Yourself from Unintentional Injuries and Violence;

 17. Environmental Health.

 **COURSE OBJECTIVES:**

Class activities are centered around attainment of the outcomes and course learning objectives listed below. The objectives are reflective of but not limited to those behaviors advocated by the College of Education, state and national standards as well as the Praxis content teaching exam. Following each objective and enclosed in parenthesis are abbreviation and numbers that reference the standard. A reference to the standards is part of the course syllabus.

**Upon completion of HL 101 the student will be able to:**

1. Describe the six dimensions of wellness and a wellness lifestyle;

 2. Identify the major goals of the national Healthy People initiative;

 3. List common sources of stress;

 4. Explain what stress is and how people react to it - physically, emotionally, and behaviorally;

 5. Explain how to develop and maintain a positive self-concept and healthy self-esteem;

 6. Describe what it means to be psychologically healthy;

 7. Discuss relationship options available to adults today;

 8. Explain some of the joys and challenges of being a parent;

 9. Describe guidelines for safe, responsible sexual behavior;

 10. Explain how contraceptives work and how to interpret information about the effectiveness, risks, and benefits of a particular contraceptive method;

 11. Explain the current debate over abortion, including the main points of the pro-choice and pro-life points of view;

 12. Explain factors contributing to drug use and dependence;

 13. Discuss the social issues related to psychoactive drug use and its prevention and treatment;

 14. Define and discuss the concepts of addictive behavior, substance abuse, and substance dependence;

 15. Explain how alcohol is absorbed and metabolized by the body;

 16. List the reasons people start using tobacco and why they continue to use it;

 17. Describe strategies for using alcohol responsible, for quitting tobacco use, and for avoiding environmental tobacco smoke;

 18. Estimate and evaluate body composition;

19. List the essential nutrients, and describe the functions they perform in the body;

20. Explain how to use food labels and other consumer tools to make informed choices about foods;

 21. Define physical fitness and list the health-related components of fitness;

 22. Put together a personalized exercise program that is enjoyable and that meets specific fitness

 goals.

 23. Explain the health risks associated with overweight and obesity;

 24. Design a personal plan for successfully managing body weight;

 25. Describe the controllable and uncontrollable risk factors associated with cardiovascular disease;

 26. Explain what cancer is and how it spreads;

 27. Describe the step by step process by which infectious diseases are transmitted;

 28. List strategies for healthful aging;

29. Explain the physical, social, and mental changes that may accompany aging, and discuss how

 people can best confront these changes; and,

 30. Discuss different types of health insurance plans.

 **MAJOR STUDENT ACTIVITIES**

***All Assignments Must Be Typed***

1. Content examinations, tests, and quizzes

 2. Projects/ Class Exercises

 \* interviews,

 \* internet searches,

 \* class activities,

 \* student worksheets,

 3. Class notes; and

 4. Oral Presentations related to Project Assignment;

**TECHNOLOGY**

Internet assignments, overhead projector, videos, power point, word processing for all written assignments, and computer programs, CD-ROM; VCR

 **INSTRUCTIONAL STRATEGIES**

Teaching methods employed by HL 101 include lectures, oral presentations, group discussions and audio-visual aids**.**

 **EVALUATION AND GRADING PROCEDURES**

 **Grades for the course will be calculated based on data from:**

1. Attendance…………………………………………………………10%
2. Literature Review..........................................................20%

 3. Research Paper .................................................................................10%

 4. Port folio…………………............................................................ 10%

 5. Content examinations, quizzes .........................................................10%

 6. Mid Term examination……………………………………………..20%

 6. Final Examination..............................................................................20%

**Grading Scale**

90 ------------ 100 = A

 80 ------------ 89 = B

 70 ------------ 79 = C

 60 ------------ 69 = D

 59 and below = F

 **ATTENDANCE POLICY:**

The university attendance policy will be enforced. Students will be deducted a letter grade from their final average for each absence above the allowed policy. Late work will not be accepted, so send material by a peer to be submitted, or e-mail directly to me at the above address before the end of the scheduled class time. Test and quizzes will NOT be allowed to be made up, unless prior consent by the instructor has been granted or university protocol is followed. Once roll has been taken, late comers will receive an un-excused absence for that day, regardless of how much or little time has elapsed in the class period.

**Mississippi Valley State University Services for students with Disability (SSD)**

**Disability Statement for Course Syllabus**

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability ( medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the services for students with disability (SSD) program administered by University College. It is recommended that you visit the Disability Office located inside the EMAP Computer Lab in the Technical Education (IT Mr. Billy Benson , Jr.) Building to register for the program at the beginning of each semester.

For more information or to schedule an appointment, please contact Mr. Billy Benson via phone or email at 662 254 3005 or billy.benson@mvsu.edu

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**ATTENDANCE**

Class attendance and participation is vital to your success and development as a competent, effective teacher. Attendance is mandatory. Participation is a requirement of this course. Participation means you must be actively involved in the discussion and presentations by both instructor and students.

**CHEATING AND PLAGARISM:**

***Mississippi Valley State University will not tolerate cheating in any form. Cheating and plagiarism compromise the process of fair and equitable evaluation of students’ academic performance and erode the quality and value of degrees conferred by the University.***

**RESPONSIBILITY FOR COURSEWORK:**

Students who enroll in class after the first day of class will not be penalized by absences. However, students **WILL** be responsible for all work covered prior to their entry to class. It is the student’s best interest to attend class from the first day.

BIBLIOGRAPHY AND RELATED READING AND RESEARCH MATERIAL

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Insel, P.M., and Roth, W.T. (2002). Core Concepts in Health, (10th Ed.). McGraw Hill.

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