



Mel and Enid Zuckerman College of Public Health

University of Arizona

SYLLABUS

Personal Health and Wellness: HPS 178 **Spring 2024 (01/10/2024- 03/01/2024)**

Time and Location: This is an asynchronous online course therefore all classes are delivered online via the Desire 2 Learn (D2L) course site.

Course Instructor and Contact Information: Adaeze Oguegbu, MSc, MS, MPH, PhD, CHES, FRSPH. **Email:** aoguegbu@arizona.edu

Office Hours: By appointment. Most student-instructor conversations will be via zoom and email. Instructor response time is 24 hours.

Catalog Description: Introduces and analyzes basic personal and community health problems, with emphasis on current scientific information essential to health promotion and maintenance of individual health.

Course Description: An introductory course that analyzes personal and community health issues, with an emphasis on current science and public health theory related to primary prevention, health promotion, behavior change and individual health choices. It also provides a basic understanding of how cultural, societal and environmental factors contribute to individual health choice and behavior change.

Course Prerequisites: None

Course Objectives:

During this course students will:

1. Describe the concepts of health, wellness and prevention.
2. Assess personal health and personal health risks.
3. Develop, create, and implement individual health behavior change programs.
4. Identify and examine the role of cultural, social, and behavioral factors in disease prevention, and health promotion behavior.
5. Communicate effectively in written, oral and multimedia formats.

Expected Learning Outcomes

General Education Student Learning Outcomes for Exploring Perspectives

Students will identify the approaches and methodologies of Social Scientists, using evidence to critically analyze questions and arguments, and consider contributions of this perspective to finding solutions to global and/or local challenges.

Writing Attribute

Students will demonstrate rhetorical awareness and writing proficiency by writing for a variety of contexts and executing disciplinary genre conventions of organization, design, style, mechanics and citation format while reflecting on their writing development.

Expected Learning Outcomes (program competencies obtained):

Upon completion of this course students will be able to:

1. Analyze how individual and community health are related.
2. Describe, communicate, and disseminate public health information and/or public health interventions, using both oral and written forms (CEPH, D11, 2016).
3. Define, assess, and understand factors that affect an individual's health status, the implications of social determinants and factors contributing to health promotion and disease prevention.
4. Apply primary prevention and harm reduction approaches to health and wellness by identifying, implementing, evaluating and synthesizing health and wellness information, strategies, and interventions.
5. Introduce, explain, model, and develop strategies to optimize health and wellness.

All the undergraduate public health core competencies are available on the College's Website at: <https://publichealth.arizona.edu/public-health-undergraduate-curriculum>

Course Materials:

Required:

- Health & Wellness. Thirteenth Edition, Gordon Edlin, PhD and Eric Golanty, PhD published by Jones and Bartlett. **PUBLISH eBook ISBN: 978-1-284-01608-6** © 2019. Additional readings may also be required and will be placed on the course D2L site for each week.
- Since we will not use the entire textbook, a subset or PUBLISH edition has been made available to you at a reduced price. This is an eBook that can be accessed at any time via <https://www.vitalsource.com/products/custom-ebook-for-university-of-arizona-hps-178-jones-amp-bartlett-learning-v9781284016086>
- This book is also available to you as Inclusive Access. You can also buy or rent the entire textbook via <https://www.amazon.com/Health-Wellness-Gordon-Edlin/dp/1284144135>

Course Format: This course is organized around Modules on the course website. Be sure to familiarize yourself with the course set up and navigational features. The course website will provide the course announcements, syllabus, readings, selected readings, lectures, videos, discussions, and all class assignments. Participation in the online D2L site and discussion forums is mandatory.

Course on D2L: To access the D2L website, go to: <http://d2l.arizona.edu/index.asp>. You must have a valid UANetID and Password (this is the same ID and password that you use for UA WebMail). Students enrolled in the course have automatically been added to the mailing list for this course.

Class Attendance/Participation: Students are expected to participate in all modules, to actively participate in all discussions, and to complete assignments and submit them on the assigned due dates. Due to the online format of the course, your participation in weekly discussions reflects the extent to which you comprehend the material and is critical for furthering the learning of all students in the class. In addition to reviewing weekly learning resources and course related materials, self-directed inquiry is necessary to inform the development of your weekly assignments and discussion postings.

Honors Credit: An Honors Contract will be a collaborative effort between the student and instructor, but all contract proposals must be approved by the Franke Honors College. Honors contract information is available at <https://www.honors.arizona.edu/honors-contracts>

Late Policy: All assignments (discussion posts and written work) are subject to a 3 point per day deduction for being late, up to 4 days. Submissions of assignments beyond 4 days will not be accepted by the instructor. You may request an extension without a deduction ONLY if you have a documented extreme illness or a documented family emergency. You must email the professor as soon as you are aware of either of these situations. Late submissions will not be available for quizzes, unless prior arrangements have been made with the instructor.

Instructor's Roles and Feedback Schedule: The instructor will review postings weekly and post comments on the discussion board as appropriate. Comments may reflect a response to aggregate postings and/or replies to individual postings and discussion. The instructor will also communicate with individual students via e-mail as needed. Graded work will generally be returned within a period of one week.

Assignments:

All written assignments for this course will follow the APA Style. For further instruction on APA, visit the [Purdue Writing Lab](#).

Methods of Evaluation:

Assessment Type	Number in Course	Points	Percentage
Weekly Discussion Posts	7 @ 50 points	350	35%
Personal Wellness Application Assignments	3 @ 60 points	180	18%
Quizzes	5 @ 50 points	250	25%
Lifestyle Analysis Signature Assignment First Draft	1 @ 60 points	60	6%
Signature Assignment Peer Review	1 @ 60 points	60	6%
Lifestyle Analysis Signature Assignment Final	1 @ 100 points	10	10%

Total		1,000	100%
--------------	--	-------	------

Grading Policies:

- The grading in this class reflects a balance of interaction with the material, applied knowledge on assignments, and knowledge assessed via quizzes.
- Since in an online class we do not meet in person, the discussion forum is where you can interact with the material and I can answer questions that people may have, like what would happen in a class room setting. Please post an initial response to the discussion question for the week by Wednesday at 11:59 pm MST. You must also respond to at least 3 students' posts throughout the remainder of the week by Sunday at 11:59 pm MST. To receive full credit, participation in discussion forums must be substantive. A substantive comment or question is one that shows insight and promotes further conversation. Focus on finding discussions that you are interested in, and participate in those.
- References must be provided with discussion responses as appropriate. Rubrics will be provided for individual assignments as necessary.
- We will have 5 weekly quizzes. The quizzes cover the same content and are the same type of questions that would be on an exam. It is essential that you study for them just like you would an exam.
- Quizzes will be open from Thursday to Sunday each week. The quiz must be completed by 11:59 pm MST on the day that it is due.
- Students will receive a failing grade on the assignment in question for any type of academic dishonesty. In addition to receiving a failing grade, academic dishonesty will be referred to the university for discipline in accordance with university policies.
- University policy regarding grades and grading systems is available at, <http://catalog.arizona.edu/2015-16/policies/grade.htm>

Personal Wellness Application Assignments:

The purpose of the Personal Wellness Application Assignment is to help students apply various aspects of basic personal wellness and community health problems in real life settings. The questions are designed to encourage additional research on topics covered in the book and to provide a more robust foundation of what constitutes personal health and wellness. Students are expected to carefully research and comprehensively answer all questions. Details on the Personal Wellness Application Assignment requirements will be described in the D2L Course site.

Health and Wellness Lifestyle Analysis Signature Assignment:

This assignment will cover CEPH competency #D11, providing the student with the ability to communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences. Students will complete a Health and Wellness Lifestyle Analysis project covering material presented in class and in the textbook. Students can choose any topic covered in this class. Topics must have relevance to personal health and wellness. Students will develop a short PowerPoint presentation with embedded audio or video. PowerPoint Presentations may not exceed 2 minutes in length. Each PowerPoint presentation will include justification explaining the topic, the intended audience, and desired outcomes from the presentation. Students will also include a one-page justification explaining the topic, the

intended audience, and desired outcomes from the presentation. This paper will be in APA format. All facts must be cited and a reference list included. All assignment components each teach a part of the writing process. It begins with explicit work on brainstorming ideas, then moves to building models, followed by primary source rhetorical analysis, and then putting multiple texts into conversation with each other. The writing attribute will be used as a tool to understand public health work and make engagement to real life questions. Specific instructions will be available in the D2L course.

Grading Procedures:

Grades reflect your performance on assessments and adherence to deadlines. Graded assignments will be returned within 7 days of the assignment due date. Grades and feedback can be viewed via the Grade tab in D2L.

The grading scale for this course is as follows:

Grade	Percent	Points
A	90-100	900-1000
B	80-89	800-899
C	70-79	700-799
D	60-69	600-699
E	59 and below	599 and below

Incomplete (I) or Withdrawal (W):

(required for undergraduate classes) Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at

<http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete> and

<http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal> respectively.

Course Schedule:

The course week runs from Monday to Sunday. Unless otherwise noted, all assignments are due by 11:59 p.m. MST on the designated day. Readings should be completed during the week in which they are assigned. All times listed are in Arizona Time (MST). Please note, Arizona does not observe daylight savings time and remains on Mountain Standard Time year-round. Please pay close attention to due dates during the daylight savings time change.

HPS 178 Spring 2024 Course Schedule

Date	Topics	Readings	Assignments
Week 1	Chapter 1: The Definition of Health Chapter 2: Mind-Body Communications Maintain Wellness Chapter 3: Managing Stress: Restoring Mind-Body Harmony	Chapters 1, 2 and 3 PowerPoint Presentation in D2L Optional Website Links	Course Introduction Post. Discussion Board Responses. Quiz 1- Due Sunday, 1/21/2024
Week 2	Chapter 4: Choosing a Healthy Diet Chapter 5: Managing a Healthy Weight	Chapters 4 and 5 PowerPoint Presentation in D2L Optional Website Links	Discussion Board Responses. Personal Wellness Application Assignment 1 Quiz 2 - Due Sunday, 1/28/2024
Week 3	Chapter 6: Protecting Against Sexually Transmitted Diseases and AIDS Chapter 7: Reducing Infections and Building Immunity: Knowledge Encourages Prevention Chapter 8: Cancer: Understanding Risks	Chapters 6, 7 and 8 PowerPoint Presentation in D2L Optional Website Links	Discussion Board Responses. Personal Wellness Application Assignment 2 Quiz 3- Due Sunday, 2/4/2024

	and Means of Prevention		
Week 4	Chapter 9: Cardiovascular Diseases: Understanding Risks and Measures of Prevention Chapter 10: Using Drugs and Medications Responsibly	Chapters 9 and 10 PowerPoint Presentation in D2L Optional Website Links	Discussion Board Responses. Personal Wellness Application Assignment 3 Quiz 4- Due Sunday, 2/11/2024
Week 5	Chapter 11: Eliminating Tobacco Use Chapter 12: Using Alcohol Responsibly	Chapters 11 and 12 PowerPoint Presentation in D2L Optional Website Links	Discussion Board Responses. Quiz 5 Lifestyle Analysis Signature Assignment First Draft- Due Sunday, 2/18/2024
Week 6	Chapter 13: Making Decisions About Health Care Chapter 14: Accidents and Injuries	Chapters 13 and 14 PowerPoint Presentation in D2L Optional Website Links	Discussion Board Responses. Peer Reviews of Lifestyle Analysis Signature Assignment- Due Sunday, 2/25/2024
Week 7	Chapter 15: Working Toward a Healthy Environment	Chapter 15 PowerPoint Presentation in D2L Optional Website Links	Discussion Board Responses. Lifestyle Analysis Signature Assignment Final- Due Wednesday, 2/28/2024

Course Policies and Procedures:

- Check email and D2L regularly to obtain messages related to this course.
- Check your course grade and acknowledge faculty feedback as needed.
- Communicate with faculty via email or D2L if there is any problem understanding course discussions, activities, or expectations.
- Students are expected to use APA style for written work where appropriate.
- Expect to dedicate approximately 18 hours per week to the course. This includes lectures, reading assignments, participating in discussions, completing assignments, and studying.
- If you require special accommodations for this course, please notify the instructor via private email communication during the first week of the course.
- Requests for incompletes (I) and withdrawal (W) must be made in accordance with University policies which are available at: <http://catalog.arizona.edu/2015-16/policies/grade.htm#I> and <http://catalog.arizona.edu/2015-16/policies/grade.htm#W> respectively.

Honors Credit: An Honors Contract will be a collaborative effort between the student and instructor, but all contract proposals must be approved by the Franke Honors College. Honors contract information is available at <https://www.honors.arizona.edu/honors-contracts>

UA Policies and Student Resources: All UA courses adhere to the general UA Policies as stated on the institutional websites: <https://academicaffairs.arizona.edu/syllabus-policies>

Please make yourself familiar with the Student Code of Academic Integrity and the protocol ensuring non-discriminatory, anti-harassment, non-threatening learning experiences. This site also includes a list of student resources. The entirety of University Policies can be found here:

<https://catalog.arizona.edu/policies>

Absence and Class Attendance/Participation:

The UA's policy concerning class attendance, participation, and administrative drops is available at: <http://catalog.arizona.edu/2015-16/policies/classatten.htm> The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, <http://policy.arizona.edu/human-resources/religious-accommodation-policy>. Please be sure to inform the instructor if there is a reason will that you believe that you have a practice that will interfere with your weeks work.

Course Communications:

You are responsible for reading emails sent to your UA account from your instructor and the announcements that are placed on the course web site. Information about readings, news events, your grades, assignments and other course related topics will be communicated to you with these electronic methods. The official policy can be found at:

<https://www.registrar.arizona.edu/personal-information/official-student-email-policy-use-email-official-correspondence-students>

Disability Accommodations:

It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately, so that we can discuss options. You are also welcome to contact the Disability Resources (520-621-3268) to establish reasonable accommodations (as it is very important that you be registered with the DRC). For additional information on Disability Resources and reasonable accommodations, please visit

<http://drc.arizona.edu/students>

Code of Academic Integrity:

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercise must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity, available through the office of the UA Dean Students:

<http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity>

Plagiarism: What counts as plagiarism?

- Copying and pasting information from a web site or another source, and then revising it so that it sounds like your original idea.
- Doing an assignment/essay/take home test with a friend and then handing in separate assignments that contain the same ideas, language, phrases, etc.
- Quoting a passage without quotation marks or citations, so that it looks like your own.
- Paraphrasing a passage without citing it, so that it looks like your own.
- Hiring another person to do your work for you, or purchasing a paper through any of the on- or off-line sources.

Classroom Behavior:

Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor. Students are expected to be familiar with the UA Policy on Disruptive Student Behavior in an Instructional Setting found at:

<http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting>

Threatening Behavior Policy:

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to one's self,

<http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>

Nondiscrimination and Anti-harassment Policy:

The University of Arizona is committed to creating and maintaining an environment free of discrimination, <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

UA Smoking and Tobacco Policy:

The purpose of this Policy is to establish the University of Arizona's (University) commitment to protect the health of University faculty, staff, students, and visitors on its campuses and in its vehicles,

<http://policy.arizona.edu/ethics-and-conduct/smoking-and-tobacco-policy>

University-wide Policies link:

Links to the following UA policies are provided here:

<https://academicaffairs.arizona.edu/syllabuspolicies>

- Absence and Class Participation Policies
- Threatening Behavior Policy
- Accessibility and Accommodations Policy
- Code of Academic Integrity
- Nondiscrimination and Anti-Harassment Policy
- Subject to Change Statement

Syllabus Changes:

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule, however, information contained in the course syllabus, other than the grade and absence policies, may be subject to change as deemed appropriate by the instructor. Reasonable notification will be provided for any changes. Remember to check your UA email and the course D2L site often.

Additional Resources for Students

- UA Academic policies and procedures are available at: <http://catalog.arizona.edu/2015-16/policies/aaindex.html>

Student Assistance and Advocacy information is available at:

<http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

Campus Pantry:

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. In addition, the University of Arizona Campus Pantry is open for students to receive supplemental groceries at no cost. Please see their website at campuspantry.arizona.edu for open times. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any resources that I may possess.

Notification of Objectionable Materials: This course will contain material of a mature nature, which may include explicit language, depictions of nudity, sexual situations, and/or violence. The instructor will provide advance notice when such materials will be used. Students are not automatically excused from interacting with such materials, but they are encouraged to speak with the instructor to voice concerns and to provide feedback.