

LBST 2214 Issues of Health and Quality of Life

Section 645: Spring 2018

Course Number: LBST 2214-645

Course Title: Issues of Health and Quality of Life

Course Credit: 3 credit hours

Class Times: T/R 11:00-12:15pm

Location: Large Class: CHHS 155 (Small group seminar classrooms to be assigned)

Pre-requisites and/or Co requisites: None

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Lecturer, Dept. of Kinesiology

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Hours: Wednesday 11- noon or by appointment

Catalog Description: A study of individual and social aspects of health. Analysis of individual health and illness behavior and theory; the social, political, and economic

contexts of health and illness; and the broad cultural, ethical, and religious understanding of health and illness.

Course Objectives:

1. Discuss the major health issues and national health priorities facing the US in the 21st century.
2. Critique gender, race/ethnic, cultural, and socioeconomic differences that contribute to health and health disparities.
3. Assess the organization and delivery of health care and its role in our nation's health.
4. Describe various measurement models for health and quality of life.
5. Analyze the role of individual and social beliefs in influencing ethical understandings on issues of health and quality of life.

Course Credit Workload.

This 3-credit course requires 3 hours of classroom or direct faculty instruction and 6 hours of out-of-class student work each week for approximately 15 weeks.

Out-of-class work may include but is not limited to: required reading, library research, written assignments, group assignments, and studying for quizzes and exams.

General Education

This course is part of the General Education curriculum at UNC Charlotte.

"The concept of General Education—often known as a liberal arts education—has its roots in the Renaissance of the fifteenth century. As the result of economic and political changes, residents of Italian city states came to believe that education in a broad range of subjects was necessary to equip citizens with the skills and knowledge they needed to be an active and responsible member of society. Today, the topics included in the General Education curriculum have changed, but the ideals have not. Part of what it means to have a college education is that undergraduate students, regardless of their majors, will have acquired the skills and knowledge to be informed citizens; citizens who are equipped to act thoughtfully in society, to make critical judgments, and to enjoy a life dedicated to learning and the pleasures of intellectual and artistic pursuits."

[-http://ucol.uncc.edu/general-education](http://ucol.uncc.edu/general-education) (Links to an external site.)

Liberal Studies

"The UNC Charlotte faculty has selected four key aspects of a liberal arts education essential to students' development as educated citizens: arts and society, the Western tradition, global understanding, and ethical or cultural critique. These Liberal Studies courses, which are taught by faculty members from departments across the University, are dedicated exclusively to general education.

Each of these courses deals with an important contemporary issue, and each one gives significant attention to ethical analysis and cultural critique in the liberal arts. All these courses include a consideration of the diversity of perspectives afforded by gender, race/ethnicity, and class, as appropriate for understanding the individual themes of these courses."

<http://ucol.uncc.edu/general-education/requirements/themes-liberal-education-private-public-life> (Links to an external site.)

This LBST 2214 course applies the concepts stated above to issues of health and quality of life. It's not a traditional personal health and wellness course, but instead focuses on developing students' critical thinking skills.

Critical Thinking is defined as “a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion” (Association of American Colleges and Universities, 2010).

After taking this, or any of the LBST 221X courses, students will be able to:

- Demonstrate the ability to take a critical perspective (the ability to evaluate reflectively on the basis of evidence and/or theory) on issues relating to personal or societal ethics and/or issues over which belief systems, values systems, or cultures clash.
- Be able to recognize the tension that exists between what ‘is’ and what ‘ought’ to be and to bring critical analysis to bear on such issues.
- Be able to understand the role that gender, racial, class and other axes of diversity play in shaping the ethical and cultural systems of individuals and groups.

Required Materials and Resources

1. Computer access to Canvas for course materials (campus student computer labs are available).
2. Additional readings for the course will be made available within the Canvas website for each module/seminar.
3. It is recommended that you read/review news stories for current health events. Students are eligible for free NY Times digital accounts.
4. An open mind and a willingness to learn!

Important Semester Dates

Deadline to add/drop classes January 16, 2018, 11:59pm

Second Deadline for Tuition Payment January 16, 2018, 11:59pm

Last day to Withdraw from course(s)- grade of "W" March 19, 2018, 11:59pm

<u>Topic</u>	<u>Activities</u>
Course Introduction/Themes	
T 1/9 Welcome and Course Overview Th 1/11 Measures of Health/Health Disparities T 1/16 Social Determinants of Health/Health Policy Th 1/18 Health Care Systems T 1/23 Health Ethics	Themes QUIZ-Part 1 (Available 1/16-1/21, 5:00pm) Themes QUIZ-Part 2 (Available 1/23-1/28, 5:00pm) Course Intro Assignment (Due 1/28, 5:00pm)
Module 1: Nutrition and Physical Activity Module	

<p>Th 1/25 Overview- Nutrition/Physical Activity (CHHS 155)</p> <p>T 1/30 Discussion Group - Physical Activity Myths</p> <p>Th 2/1 Discussion Group - Food Deserts</p> <p>T 2/6 Discussion Group - Presentation Workday</p> <p>Th 2/8 Discussion Group - Food Labeling</p> <p>T 2/13 Recap- Physical activity and Nutrition (CHHS 155)</p> <p>Th 2/15 Discussion Group - Presentation Workday</p>	<p>Module 1 QUIZ on Canvas (open for 24hrs after end of class)</p> <p>Module 1 Assignment (Due 2/18, 5:00pm)</p>
<p>Midterm Presentations (Feb 20 & 22)</p>	
<p>T 2/20 In-class Presentations</p> <p>Th 2/22 In-class Presentations</p>	<p>Presentation Assignment & Evaluation Form (Due 2/20 by start of class time)</p> <p>Midterm Syllabus QUIZ (available on Canvas 2/19-2/25 at 5:00pm)</p>
<p>Module 2: Substance Abuse and Mental Health Module</p>	

T 4/17 Overview- Chronic Disease (CHHS 155) Th 4/19 Discussion Group - Genetics vs. Lifestyle T 4/24 Discussion Group - HIV/AIDS Th 4/26 Recap- Chronic Diseases (CHHS 155) T 5/1 Out of class Final Debate Preparation	Module 4 QUIZ on Canvas (open for 24hrs after end of class) Module 4 Assignment (Due 4/29, 5:00pm)
Final Exam	
T 5/8 11:00 -1:30 pm In-class Debates	Debate Assignment & Evaluation Form (Due 5/8, 11:00 am)

Grades

I don't give grades in this course, you EARN them.

Course and assignment expectations are provided to students in the syllabus and assignment descriptions. Course and assignment grades are based on how your submissions reflect these expectations.

University policy prohibits any discussion of student grades via email. Grades for each assignment will be posted on Canvas in a timely and orderly fashion.

Additionally, information will be provided to students at the middle and end of the semester. It is your responsibility as a student to keep track of grades throughout the semester and discuss any discrepancies with your TA within one week of the grade being posted to Canvas.

Early Alert, Midterm and Final Grades

Early Alert

UNC Charlotte now utilizes the Connect system to provide feedback to students regarding performance in courses. This course participates in the Early Alert system in which report of your progress is made about the 4th week of the semester. Instructors are asked to assess students based on Attendance, Quality of Academic Work, and any other areas of concern.

While the information is reported to the university for tracking purposes, the primary focus is to increase the opportunity for student success. The feedback may be positive, neutral, or an indication that additional attention may be needed. The early alert is solely meant to help students and is not officially recorded on transcripts.

Submission of Midterm Grades

It is the practice in this course, consistent with university policy, that midterm grades will be submitted to the Office of the Registrar, regardless of what your midterm grade is. It is your responsibility to meet with your instructor to determine whether to withdraw or what steps need to be taken to be successful.

Final Course Grades

Letter grades are based on the calculations below:

90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, Below 60 = F

Please remember that your final course grades are a reflection of the work you've done over the course of the entire semester. Students who perform well in this course start strong and maintain a consistent performance over the course of the semester.

Grading Evaluation Methods

Your course grade is based on several requirements. A list of the requirements and their relationship to the course grade is provided below:

Requirements	Grading	Percentage of Total Grade
<u>Course Background</u>		10%
Beginning of Semester Syllabus Quiz	30 pts	
Good Scholar Tutorial	20 pts	
Moodle Profile Assignment	10 pts	
<u>Course Introduction/Themes</u>		10%
Course Intro Quiz #1	26 pts	
Course Intro Quiz #2	24 pts	
Course Intro Assignment	20 pts	
<u>Midterm Assignment</u>		10%
Mid-Semester Syllabus Quiz	10 pts	
Group Presentation Assignment	40 pts	

<u>Module Quizzes</u>	15%
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Module Quizzes (4)	20 pts /ea
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<u>Discussion/Participation</u>	20%
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Small Group Meetings	8 pts/ea
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Large Group Recap	8 pts/ea
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<u>Module Assignments</u>	20%
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End-of-Module Assignments (4)	30 pts/ea
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<u>Final Assignment</u>	15%
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Group Debate Assignment	70 pts
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Total	100%
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Assignment Overview

Course Assignments

Complete assignment descriptions and grading rubrics can be found in Canvas.

There is an assignment or quiz related to the class due regularly. Please note due dates and times, and submission policies. Written assignments will be accepted

late, up to 24 hours after the submission deadline, but will only receive 50% credit.

“Late” is determined by the time-stamp on Canvas. *Email or hard copy assignments*

will not be accepted. Please be sure you have read the section in the syllabus regarding technical issues.

VeriCite

As a condition of taking this course, all required papers will be subject to submission for textual similarity review to VeriCite.com for the detection of plagiarism. All submitted papers will be included as source documents in the VeriCite.com reference database solely for the purpose of detecting plagiarism of such papers. No student papers will be submitted to VeriCite.com without a student's written consent

[\(Links to an external site.\)](#)

and permission.

Please see the VeriCite box on the assignment Canvas page for detailed information and to complete the consent form. Consent must be given in order to submit your assignment through assignment link in Canvas.

If a student does not provide such written consent and permission, the student must indicate this in the consent link. Answering "No" to the consent document does not exempt a student from completing the assignment, or from a review for plagiarism. Students who answer "No" to the VeriCite consent will complete the same assignment but be given an alternate format for submitting the document.

Not completing the VeriCite consent form does not exempt a student from completing the assignment.

Important Notes for Successful Submission of Course Materials

You are responsible for submission of assignments in a format that can be read by your instructor. Points will be deducted for not using the formatting guidelines given, however assignments MUST BE submitted in using one of the file documents

listed; .doc or .docx (Microsoft Word) or .rtf (generic format available in all word processors). Other formats will not be accepted (see Professionalism) and will receive a grade of zero. If you do not have access to MS Word on a home or personal computer, it is available on all campus computers. If you are using an Apple computer, save your documents in the .rtf or .doc/.docx format before submitting them.

Point deductions will be made for missing/incorrect/incomplete components. Each assignment includes a specific marking guide. Please reference the marking guide when putting together your assignment to ensure that your submission reflects the given Instructions at a level expected from College-level students. Just because you included it, doesn't automatically mean it's worth a full credit!

Assignment Descriptions

The following are brief overviews of the assignments for the course. Specific assignment descriptions are provided in Canvas. Please be sure that you read each assignment description/instructions in its entirety before submitting the assignment. "I didn't know" is not an excuse and may result in a lowered grade if an assignment is completed or submitted improperly.

Good Scholar Tutorial:

The Good Scholar Tutorial is an interactive learning tool to help you understand the importance of correctly referencing and citing outside sources you use in your written papers so that you can demonstrate your scholarship and avoid plagiarism. In order to receive full credit for the tutorial in this course, you must score at least 90% on the quiz and follow ALL of the assignment submission instructions.

Canvas Profile Assignment:

This assignment is a basic introduction to Canvas. You will create, edit or update your Profile in Canvas. You will need a current picture of your face; this should include no more than your head, neck and shoulders. Additionally, you will need to describe something about yourself and provide a statement about why you are taking the LBST 2214 course. This assignment will close during the 2nd week of class.

Course Introduction Assignment:

This assignment is the first written assignment of the semester. You are asked to discuss the pros and cons of a given topic. It will require some research and proper citation/referencing of sources used. This assignment helps to prepare for the midterm presentation and final debate assignments.

Presentation (midterm):

Students will be assigned to groups of ~4 within the seminar classes where they will be assigned a topic and position to present. Each group will research, organize and present their health topic. Groups should practice and plan on a ten-minute presentation. All members of the group are expected to have a speaking part in the presentation. Evidence of practice and research should be significant. The purpose of this assignment is for your group to develop detailed knowledge of your health topic in preparation for the final – a debate on the topic.

Debate (final):

The final for this class will take the form of a debate. The pro/con topics for the debate will be assigned and developed based on the Presentation Assignment (see

above). The purpose of this assignment is to encourage critical thinking skills and awareness of issues surrounding selected health topics. The debate will occur during the regularly scheduled finals time and attendance is required! Do not plan honeymoons, cruises, mission trips or any other activity during this time as it will not be excused. In the event of conflicting finals or 3 scheduled for the same day notify the faculty and follow the procedure outlined by the university.

Module Assignments:

There will be an assignment due at the end of each module. These assignments are designed to tie in the module topic with the themes discussed at the beginning of the semester. The assignments are to be submitted through the link provided to you in Canvas, by the specified due date/time. *Emailed, or hard copies of assignments will NOT be accepted!*

Extra Credit:

Extra credit can be earned by attending six (6) Wellness Passport Programs between January 8, 2018 and May 1, 2018 (you must have a Passport in order to attend an event). The Wellness Passport Program is an outside the classroom learning opportunity designed to enhance and build upon classroom activities. Wellness Passport Program events or programs are hosted by a University department/entity. You are required to get the Passport book stamped at each program/event you attend. You must have the top section of the passport completed prior to handing it in to your instructor. After attending an event, be sure to complete ALL of the brief questions in the passport.

Please put your name and section number on the front cover of the passport.

Passports must be obtained from your course instructor by April 1, 2018. No passports will be distributed after this date.

Only the stamped verification pages IN the Wellness Passport will be accepted for credit. You can earn up to 3 percentage points on your total course grade (1/2 pt for each event attended). All passports are due by the end of class on May 1, 2018.

Please see the link on Canvas for full instructions regarding the Extra Credit opportunity. Instructions and guidelines are primarily set by the Wellness Promotion Department of the Student Health Center. Credit may only be earned by following all of the instructions.

Course Expectations and Policies:

The following are the expectations and policies specific to this course. Please be sure that you have read and understand them. Failure to abide by course policies on the basis of "I didn't know" does not excuse you from possible disciplinary action or a negative impact to your grade.

Student Responsibility:

Students earn their grade in this course based on their performance.

- Reading notes prior to class, attending class;
- Participating appropriately in class discussions; and
- Completing assignments correctly and at a college-level.

If there are any questions or concerns about assignments, grades, or anything concerning your performance, please discuss it with the Instructor or TA within 1 week of the grade being issued or other event. It is generally the policy of this course not to excuse absences. If you know you must miss a class, please discuss it with me and your TA before the occurrence, not the day of.

Do not wait until the end of the semester to discuss any issues that you may have, by then it may be too late!

