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COURSE DESCRIPTION

This course is about the care and maintenance of you. How healthy we are throughout our lives depends in large part on our health behaviors. This course helps you to make healthier decisions in key areas including mental health and stress management, sexuality, addiction, diet, weight management, and fitness. Through critical evaluation of information and its application to your personal wellness, it aims to support a lifelong healthier you. UCC Area 1: Personal Well-Being course

COURSE OBJECTIVES

This course will:

- Provide students with the skills and knowledge necessary to adopt health enhancing behaviors
- Enable students to change unhealthy behaviors.

STUDENT LEARNING OUTCOMES

As a result of this course, students will be able to:

- Describe verbally and in writing, how they can achieve well-being in the seven dimensions of health based on readings, Internet assignments, and class discussion.
- Identify barriers to their own well-being in one dimension of health through self-assessments and analysis of their behavior change logs.
- Develop, implement and evaluate a personal behavior change plan utilizing the health literature that will enable them to progress toward well-being in one of the dimensions of health.
- Explain how personal well-being is impacted by and interacts with the many aspects of the environment in their personal behavior change project and on other class assignments.

REQUIRED TEXT & MATERIALS

Sparling, P.B. & Redican, K.J. (2013). *iHealth: An Interactive Framework (2nd Edition)*. McGraw-Hill: New York

TOPICAL OUTLINE OF COURSE CONTENT

- I. Determinants of health
 - a. Behavior (Lifestyle)
 - b. Biology (Heredity/Genetics)
 - c. Environment
- II. Dimensions of health
 - a. Physical
 - b. Emotional
 - c. Social
 - d. Spiritual
 - e. Intellectual
 - f. Environmental
 - g. Occupational
- III. Health decision making
- IV. Choosing a healthy diet
 - a. Choose My Plate
 - b. Real versus processed foods
 - c. Food labels
 - d. Physiologic measures
 - i. HDL/LDL
 - ii. Glycemic index
 - iii. Calories
 - e. Weight management
 - i. Non-invasive approaches
 - ii. Invasive approaches
 - f. Food choices
 - i. Fast food
 - ii. Food stores
 - iii. Campus food
- V. Embracing fitness
 - a. Exercise versus physical activity
 - b. Components of fitness
- VI. Understanding addiction
 - a. Alcohol, tobacco and other drugs
 - b. Gambling
 - c. Internet/gaming
- VII. Respecting sexuality
 - a. Anatomy and physiology
 - b. Sexual orientation
 - i. Gender identity
 - ii. Gender role
 - c. Fertility control
 - i. Birth control
 - ii. Pregnancy
 - d. Relationships
 - i. Communication
 - ii. Violence
 - iii. Safer sex
- VIII. Enhancing mental health
 - a. Positive mental health
 - i. Self-esteem
 - ii. Self- concept
 - b. Stress management
 - c. Spectrum of mood
 - i. Anxiety continuum
 - ii. Depression continuum

TEACHING METHODS

The course will use lecture, on-line discussions and debates, quizzes, health assessments, internet activities, and a behavior change project to communicate course content. Blackboard is used for several important purposes in this class. Below is each section of Blackboard and the purpose for which it is used:

- ✓ **Announcements:** Each week important course announcements will be posted in this section. **You should check these announcements several times a week.**
- ✓ **Syllabus:** The course syllabus is posted in .pdf format in this section.
- ✓ **Course Documents:** A variety of resources are found in this section, including assignment instructions, course readings, etc...
- ✓ **Lecture Notes:** Lecture notes are posted in this section.
- ✓ **Grade Book:** You may use this tool to check your course grades.
- ✓ **Discussions Board Postings:** Questions for class discussion will be posted here.

COURSE ASSIGNMENTS & EVALUATION

70 POINTS	Behavior Change Project	This project will be worked on FROM THE BEGINNING OF THE COURSE.
80 POINTS	Discussion Board Entry and Response to Classmates	80 points (each entry worth 10 points total/ 7 for entry and 3 for response to classmates)

GRADING SCALE

A	93-100	B+	87-89	B-	80-82	C	70-76	D	60-66
A-	90-92	B	83-86	C+	77-79	D+	67-69	F	<60

REQUIREMENTS FOR THE SUBMISSION OF WRITTEN WORK

Unless otherwise instructed, all writing assignments must:

1. Be typed on a word processor. Have 1-inch margins ("normal" setting in MS Word) and be double-spaced.
2. Have 1-inch margins ("normal" setting in MS Word). Use 12-point font.
3. Please when naming your file use your last name. For example: Basch_BehaviorChange.doc
4. Resubmissions of papers are not accepted
5. Include your name and the date (typed) at the top of the page. No other information is necessary. Do NOT include a cover page or use a report cover/folder.
6. Include page numbers at the bottom of the page.
7. Be well written – punctuation, spelling, composition, syntax, and grammar will be graded. Up to 25% of the grade for the assignment may be deducted for these errors. Please proofread several times carefully.
8. Correctly cite all information that is not general knowledge using the most current version of APA style. Using someone else's words in a quote/paraphrase without giving proper credit to the author is *plagiarism*.
9. You are responsible for keeping all returned, graded work until the course has ended and you have received your final grade
10. Be submitted on the due date. All assignments are submitted through blackboard. Late assignments **WILL BE NOT** accepted.

Use this as a checklist before submitting ALL assignments.

COURSE EXPECTATIONS & POLICIES

Class participation:

Participation in classroom activities and discussion is necessary and required – the sharing of ideas and opinions is central to the objectives of this course. Class Participation is measured by in class activities, which is measured by participation on the discussion board. **Missed activities cannot be made-up.**

Graded Work:

You are responsible for keeping all returned, graded coursework until the course has ended and you have received your final grade. You are also responsible for monitoring your progress throughout the semester and seeking additional assistance when necessary. You are responsible for contacting the instructor with any questions about grades within one (1) week of receiving the grade.

Reading & Viewing Course Materials:

You are responsible for completing all assigned reading/viewing before the class in which these readings/viewings will be discussed. You are also responsible for accessing, reading, and/or viewing any additional material assigned by the course instructor.

Standards of Academic Conduct – Academic Integrity Policy:

As an academic institution committed to the discovery and dissemination of truth, William Paterson University expects all members of the University community to conduct themselves honestly and with professional demeanor in all academic activities. William Paterson University has established standards of academic conduct because of its belief that academic honesty is a matter of individual and University responsibility and that, when standards of honesty are violated, each member of the community is harmed. All members of the University community are expected to adhere to the Academic Integrity Policy. Violations of the Academic Integrity Policy include, but are not limited to:

- **Plagiarism** is the copying from a book, article, notebook, video, or other source material, whether published or unpublished, without proper credit through the use of quotation marks, footnotes, and other customary means of identifying sources, or passing off as one's own the ideas, words, writings, programs, and experiments of another, whether such actions are intentional or unintentional. Plagiarism also includes submitting, without the consent of the professor, an assignment already tendered for academic credit in another course.
- **Cheating** during examinations includes any attempt to: (1) look at another student's examination with the intention of using another's answers for personal benefit; (2) communicate, in any manner, information concerning the content of the examination during the testing period or after the examination to someone who has not yet taken the examination; (3) use any materials, such as notebooks, notes, textbooks, or other sources, not specifically designated by the professor of the course for student use during the examination period; or (4) engage in any other activity for the purpose of seeking aid not authorized by the professor.
- **Collusion** is working together with another person or persons in preparing separate course assignments in ways not authorized by the instructor. Academic work produced through a cooperative (collaborative) effort of two or more students is permissible only upon the explicit consent of the professor. The collaboration must also be acknowledged in stating the authorship of the report.
- **Lying** is knowingly furnishing false information, distorting or omitting data, failing to provide all necessary, required information to the University advisor, registrar, admissions counselor, or professor, for any academically related purpose. Other concerns that relate to the Academic Integrity Policy include such issues as breach of personal security, stolen tests, falsified records, and vandalism of library or other materials. No list could possibly include all the possible violations of academic integrity. These examples should, however, give a clearer idea of the intent and extent of application of this policy.
- For additional information, see the Department of Public Health Student Handbook.

Additional Information:

- The Writing Center, located in the Atrium, is an excellent resource if you need assistance with your written communication skills.
- The Academic Support Center, located in Raubinger Hall Lower Level, is available to assist you with strengthening your study skills, note taking, etc.

These academic support services are free, make use of them.

	<h2 style="text-align: center;">BEHAVIOR CHANGE PROJECT</h2>
<p><i>PURPOSE</i></p>	<ul style="list-style-type: none"> • <i>To use a six-step process to develop, implement, and evaluate a personal behavior change plan.</i> • <i>To identify barriers to your own well-being.</i> • <i>To explain how your personal well-being is impacted by and interacts with the many aspects of your environment.</i>
<p><i>INSTRUCTIONS</i></p>	<p><i>This project is done in six steps and should be completed in the course of semester. YOU MUST START THIS PROJECT AT THE BEGINNING OF SEMESTER. PLEASE DO NOT WAIT UNTIL THE 2nd WEEK OR UNTIL THE END OF SEMESTER.</i></p>
<p><i>Complete this Step during Week 1 of class.</i></p>	<p><i>Step 1: Assess your current health and take the RealAge Test</i></p> <p><i>RealAge (https://www.sharecare.com/static/realage) is a website developed by Dr. Mehmet Oz and Dr. Michael Roizen to help you determine if there is a difference between your chronological age (your actual age measured in years) and your biological age (the physiological age of your body, or your “RealAge”). This is done by completing a comprehensive online assessment of your lifestyle and current state of health. Here is how you do it:</i></p> <ol style="list-style-type: none"> 1. <i>Go to https://www.sharecare.com/static/realage (Make sure to set aside at least 30 minutes for the test.)</i> 2. <i>Once at the website, click the menu item that says “RealAge test”</i> 3. <i>Next, enter your email address and create a password that you will remember.</i> 4. <i>Next, complete the information on the “RealAge Registration” page.</i> <ul style="list-style-type: none"> • <i>Note: if your birth year does not appear in the drop down menu, speak with your instructor before continuing with this assignment.</i> 5. <i>Next, the website will ask if you would like to become a RealAge Member . In order to do this assignment, you do not need to become a RealAge member.</i> 6. <i>Next, starting with the “ My Health History” page, begin filling out your RealAge profile. Read the instructions carefully as you are directed to answer questions about your health, feelings, diet and fitness.</i> <ul style="list-style-type: none"> • <i>If you are ever uncertain about the answer to a question and “I don’t know” or “ not applicable” are not given as options, read the hints next to the question to guesstimate the best answer for you.</i> • <i>When you are finished answering the questions, it will ask you if you want to send the test to your family and friends. You may choose to “skip this step”.</i> 7. <i>After completing the test, your RealAge will be displayed.</i> 8. <i>You should then click “ View and Print Full Plan” located above your RealAge.</i> 9. <i>Your personalized RealAge Plan will list all of the things that you are doing which benefit your health and all of the behaviors that have a negative effect on your health.</i> 10. <i>After thoroughly reading the report, create a typewritten list of ALL of the negative behaviors indicated in your plan and rank them (with #1 being the behavior that you want to change the most).</i>

<p>Complete this Step during Week 1 of class.</p>	<p>Step 2: Set goals and identify rewards</p> <p>Based on the ranked list that you created in Step 1 choose one behavior that you would like to change. Write a 2 - page description of that behavior as it relates to your current life. Include the following information:</p> <ul style="list-style-type: none"> Your reasons for selecting this particular behavior to change. A description of the behavior and how it impacts you on a daily basis. The reasons why you have not changed this behavior in the past. The reasons why changing this behavior might be difficult for you. A vision of what your life would be like once you have changed your behavior. A behavior change goal, a goal date by which to change the behavior, and a reward that you will provide to yourself when you meet your goal.
<p>Complete this Step during Week 1 of class.</p>	<p>Step 3: Assess your current behavior</p> <p>Before you begin to make any changes, keep a diary about that behavior. In your diary:</p> <ul style="list-style-type: none"> Record every occasion when you engage in this behavior (time, place, surrounding events, people you are with, triggers for the behavior, your mood, etc.) Keep this diary for at least 3 days. Each entry should be between 200 -300 words.
<p>Complete this Step during Week 2 of class.</p>	<p>Step 4: Redefine your goal and develop an action plan</p> <p>After completing Step 3, use the information contained in your diary to identify potential challenges you may face when you attempt to change you behavior. Reassess if you can reach the goal in the amount of time you indicated in Step 2. Adjust your goal or change your time frame if necessary. Develop a plan to enable you to reach your goal. Write a 2- page behavior change plan listing specifically:</p> <ul style="list-style-type: none"> Your revised goals and timeframe. How you propose to change your behavior. List and explain the specific steps you will take to begin the behavior change process (i.e. what specific changes will you make in your life?) List and discuss multiple ways that you will deal with temptation and failure during the behavior change process.
<p>Complete this Step during Week 2 of class.</p>	<p>Step 5: Implement your behavior change plan</p> <p>Put your plan into action. Keep a diary of your “plan in action” for at least 3 days. Each entry into your diary should be between 200 -300 words and include the date and the time it is written. In your diary, you should list and discuss your success, failures, temptations, triggers, new habits, people who are supporting you (or not supporting you), ideas for continued success, personal thoughts/ideas/emotions/struggles.</p>
<p>Complete this Step during Week 3 of class.</p>	<p>Step 6: Evaluate your progress</p> <p>Near the end of the semester, you must evaluate your plan, even if you are not yet done. Write a 2- page summary of where you are at in terms of changing your behavior?</p> <ul style="list-style-type: none"> Did you reach your goal? How does that make you feel? What differences do you notice in your life? Will you be able to maintain the change? Is your plan still ongoing? For how much longer will your behavior change process last? What changes in your life/health have you noticed thus far? Did you not reach your goal? Why didn't you fully meet your behavior change goal? What could you do differently next time to ensure success? <p><input checked="" type="checkbox"/> Discuss in detail your plans/hopes for the future as they relate to this specific behavior.</p>
<p>SUBMISSION GUIDELINES</p>	<p>Your responses to steps 1 - 6 of the assignment should be typewritten and in one report in the order that appears below.</p> <p>The completed assignment will include at least:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The ranked list of negative behaviors from RealAge Report from Step 1 <ul style="list-style-type: none"> Do not submit your entire RealAge report <input checked="" type="checkbox"/> The 2 page description from Step 2 <input checked="" type="checkbox"/> The 3 journal entries from Step 3 <input checked="" type="checkbox"/> The 2 page behavior change plan from Step 4

	<p> <input checked="" type="checkbox"/> <i>The 3 journal entries from Step 5</i> <input checked="" type="checkbox"/> <i>The 2 page summary from Step 6</i> </p> <p> <i>Include a cover page with your name, name of the course, name of your instructor, the date submitted, and a title.</i> </p> <p> <i>Submit the assignment through Assignment Drop Box by the due date/time.</i> </p>
<p><i>PROJECT EVALUATION & GRADING</i></p>	<p>10% - Step 1: Well written, thoroughly addressing the behavior, the behavior change process, and including all of the information indicated above.</p> <p>10% - Step 2: Well written, thoroughly addressing the behavior, the behavior change process, and including all of the information indicated above.</p> <p>20% - Step 3: Well written, thoroughly addressing the behavior, the behavior change process, and including all of the information indicated above.</p> <p>20% - Step 4: Well written, thoroughly addressing the behavior, the behavior change process, and including all of the information indicated above.</p> <p>20% - Step 5: Well written, thoroughly addressing the behavior, the behavior change process, and including all of the information indicated above.</p> <p>20% - Step 6: Well written, thoroughly addressing the behavior, the behavior change process, and including all of the information indicated above.</p>
<p><i>NOTES</i></p>	<p>12 Font, Double Spaced, Normal Margins</p>

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TOPIC	READING	ASSIGNMENT DUE	RESPONSE DUE
UNIT 1: INTRODUCTION TO THE COURSE	<i>Read Chapter 1 and Powerpoint slides for Chapter 1</i>	<i>BY 12/28 at Noon complete Discussion Board Activity 1</i>	By 12/29 at Noon respond to classmates
UNIT 2: CHOOSE A HEALTHY DIET	<i>Read Chapter 2 and Powerpoint slides for Chapter 2</i>	<i>BY 12/30 at Noon complete Discussion Board Activity 2</i>	By 1/2 at Noon respond to classmates
UNIT 3: DEVELOP A FITNESS PROGRAM	<i>Read Chapter 3 and Powerpoint slides for Chapter 3</i>	<i>BY 1/3 at Noon complete Discussion Board Activity 3</i>	By 1/4 at Noon respond to classmates
UNIT 4: AVOID DRUG ABUSE	<i>Read Chapter 4 and Powerpoint slides for Chapter 4</i>	<i>BY 1/5 at Noon complete Discussion Board Activity 4</i>	By 1/6 at Noon respond to classmates
UNIT 5: RESPECT SEXUALITY	<i>Read Chapter 5 and Powerpoint slides for Chapter 5</i>	<i>BY 1/7 at Noon complete Discussion Board Activity 5</i>	By 1/8 at Noon respond to classmates
UNIT 6: MANAGE STRESS	<i>Read Chapter 6 and Powerpoint slides for Chapter 6</i>	<i>BY 1/9 at Noon complete Discussion Board Activity 6</i>	By 1/10 at Noon respond to classmates
UNIT 7: MENTAL HEALTH AND DISORDERS	<i>Read Chapter 7 and Powerpoint slides for Chapter 7</i>	<i>BY 1/11 at Noon complete Discussion Board Activity 7</i>	By 1/12 at Noon respond to classmates 1/12 at Noon BEHAVIOR CHANGE PROJECT DUE
UNIT 8: CHRONIC DISEASES	<i>Read Chapters 8-10 and Powerpoint slides for Chapter 8-10</i>	<i>BY 1/13 at Noon complete Discussion Board Activity 8</i>	By 1/14 at Noon respond to classmates

**This course schedule is subject to change to accommodate student learning needs, instructor needs, or other unforeseen circumstances*

INSTRUCTIONS FOR DISCUSSION BOARD

These assignments will consist of responding to a question and posting it on the discussion board. Please see grading criteria below.

Participation in discussion board

Participation in class discussions is expected for each unit. This entails reading and responding to your classmates' postings.

Recommendations for the responses to classmates:

While responding to your colleagues' postings, I would suggest that you consciously use some of the following moves:

- 1) Ask a question or make a comment that shows you are interested in what another person says
- 2) Ask a question or make a comment that encourages another person to elaborate on something that they have already said
- 3) Make a comment that underscores the link between two people's contributions
- 4) Make a specific comment indicating how you found another person's ideas interesting/useful.
- 5) Contribute something that builds on, or springs from, what someone else has said. Be explicit about the way you are building on the other person's thoughts
- 6) Make a comment that at least partly paraphrases a point that someone has already made
- 7) Make a summary observation that takes into account several people's contributions & that touches on a recurring theme in the discussion
- 8) Ask a cause and effect question – for example, “can you explain why you think it's true that if these things are in place such and such a thing will occur?”
- 9) Find a way to express appreciation for the enlightenment you have gained from the discussion. Be specific about what it was that helped you understand something better.
- 10) Disagree with someone in a respectful and constructive way

The purpose of suggesting these moves is so that we take everyone's “voice” seriously under the discussion board. Please do not underestimate your own ability to encourage and motivate others in this course to learn and discover, neither should you underestimate the valuable experience you may obtain from dialoguing with the colleagues in this course. One of the greatest advantages of the online learning is the greater and equal opportunity for all participants to learn from each other by respecting and challenging their comments and inquiries.