

Lifetime Wellness
KIN XXX

Name:

Email:

Phone:

Office:

Office Hours:

Department: Kinesiology and Health Science

Class meeting time and place:

I. Course Description: Students will utilize empirical and scientific methods to make informed decisions about physical activity that will promote lifetime wellness.

II. Program Learning Outcomes:

This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

General Education Core Curriculum

This course has been selected to be part of Stephen F. Austin State University's core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected in D2L through LiveText, the assessment management system selected by SFA to collect student work for core assessment. LiveText accounts will be provided to all students enrolled in core courses through the university technology fee. You will be required to register your LiveText account, and you will be notified how to register your account through your SFA e-mail account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText call Ext. 1267 or e-mail SFALiveText@sfasu.edu.

The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and uploaded to LiveText this semester, and the date the assignment(s) should be uploaded to LiveText. Not every assignment will be collected for assessment every semester. Your instructor will notify you which assignment(s) must be submitted for assessment in LiveText this semester.

Core Objective	Definition	Course Assignment Title	Date Due in LiveText
Critical Thinking Skills	To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.	Wellness Behavior Project Myth Buster Assignment	
Communication Skills	To include effective development, interpretation and expression of ideas through written, oral, and visual communication.	Wellness Behavior Project Myth Buster Assignment	
Empirical and Quantitative Skills	To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.	Wellness Behavior Project Myth Buster Assignment	
Social Responsibility	To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.	Wellness Behavior Project Myth Buster Assignment	

Student Learning Outcomes:

1. Describe the relationship of the wellness dimensions on individual, group, society and culture's health outcome.
2. Discuss the impact of wellness decisions on the individual, groups, society, and culture.
3. Review scientific literature and examine how to determine anecdotal vs. evidence-based research.
4. Demonstrate an understanding of the general principles of exercise prescription and programming for cardiorespiratory endurance, muscular strength and endurance, joint flexibility, and body composition.
5. Recognize factors influencing stress and the role of physical activity.
6. Describe the influence of drugs on the individual, group, society, and culture.
7. Discuss the role of sexuality on the individual, group, society, and culture.
8. Describe how a well person would be influenced by disease.
9. Utilize scientific inquiry to determine how to be a well consumer of health.
10. Explain the role of wellness over the lifespan.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

1. The **Wellness Behavior Change Project** is worth a total of 150 points. The four components of the project are listed below:
 - **WELLNESS BEHAVIOR ASSESSMENT** - Complete the Wellness Behavior Assessment located on D2L. Staple the assessment to a typed one-half page double-spaced (1 inch margins) summary of your findings and your plan of action. Worth 15 points.
 - **WELLNESS BEHAVIOR CONTRACT**** - Decide what wellness behavior you would like to change (i.e., sleeping habits, smoking, exercise, stress, anger management, etc.). Complete "Behavior Change Contract" located on D2L.

- WELLNESS BEHAVIOR CHANGE EVALUATION** - At the end of the semester, each student will submit a paper about their experience trying to change the wellness related identified in their wellness behavior contract. Each student will submit a 2-3 page double-spaced (1 inch margins) summary of the project. Answer the following questions in the body of the paper:
 - a) WELLNESS BEHAVIOR: Describe your original SMART goal and why you chose this goal to work on. Were you successful in changing your behavior?
 - b) PLAN: Talk about your original short-term goals, whether you met them in the time you allotted, why or why not you met them in the time allotted, and how they helped or did not help you achieve your SMART goal/behavior change.
 - c) CLASS HELPFUL: How did this class help you achieve your SMART goal/wellness behavior change? How could the class have been more helpful to you in achieving your goal?
 - d) SUPPORT/BARRIERS; Name two barriers to your original behavior change goal.
 - a. *If you were successful*-describe how you overcame these barriers?
 - b. *If you were not successful*-how could you have overcome these barriers?
 - e) FRIENDS/FAMILY: Did you have helpful support from your friends or family?
 - a. If so, who supported you, what did they do and how was their support helpful?
 - b. If not, why not?
 - i. Was it that you did not ask for support? Why not?
 - ii. Was it that the support was not helpful? Why not? How could it have been?
 - f) GOALS CHALLENGING REALISTIC/ATTAINABLE: Were your goals realistic yet challenging?
 - a. If so, how?
 - b. If not how could they have been more realistic yet challenging?
 - g) EFFORT: How do you feel about the efforts you made in attempting to achieve your goal?
 - h) MAINTENANCE: How will you maintain your changed behavior?
 - i) WORKING WITH OTHERS: How will the completion and experience of this project influence your approach to your future work/job?
 - j) WORKING WITH OTHERS: How will understanding the factors that influenced your behavior change and your application of these help you do a better job working with others that vary across different regions, cultures, and other global communities to influence their health habits?

- WEEKLY REFLECTION – For 12 weeks the student will participate in a variety of physical activity types outside of class and reflect on their experience. A list of physical activity types will be provided each week and could include yoga, a zumba class, a walk along Banita Creek trail, a game of pick-up basketball, etc. The student must participate in six **new** physical activity types (6 of the required 12 must be a physical activity type that they have never participated in before this class.) Required reflection questions include:
 - What physical activity did you choose for the week and why?
 - How did this type of physical activity influence your wellness behavior goal and the other dimensions of wellness?
 - Have you ever participated in this type of physical activity?
 - What made the experience good or bad?
 - Identify an application or website that would provide you with more information about this physical activity type.
 - Would you do it as a lifetime physical activity?

Journal must be submitted via the dropbox on D2L by each Friday at 11:59 pm. Each weekly journal entry is worth five points. Worth 60 points.

*****These assignment are related to accountability and accreditation. The assignment MUST be submitted as a hardcopy during the class time that it is due AND submitted electronically to LiveText by the class time it is due. If both ARE NOT submitted at the start of class on the due date (hardcopy in class and electronically to LiveText) student will receive a zero (0).***

2. **Myth Buster ****– Students will choose a health product to analyze with instructors approval. Examples of products could be, but are not limited to the following: Nutritional supplement, fitness device or program (Thigh-Buster, Insanity, CrossFit, etc.), nutrition or fitness tracking applications, non-mainstream medical approach (acupuncture for knee pain), etc. Students will submit a 2-3 page paper and make a classroom presentation answering the following questions:
 - a) What is the purpose of the wellness product?
 - b) Identify a minimum of five sources that report on the wellness product. Of those five sources indicate which are scientific versus popular? What type of conclusions were reported (causation vs. correlational). Critique the scientific methodology and assess the statistical soundness of the product using the five sources. Summarize your findings with APA citation.
 - c) How does the health product's usage vary across different geographic regions, cultures, and other global communities.
 - d) Is the product effective?
 - e) Would you purchase the product for yourself or recommend it to others?

Worth 100 points (50 points for the paper and 50 points for the presentation).

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3. **Exams** – There will be three examinations worth 100 points each. Each exam may contain short answer, multiple choice, and true-false questions. NO exam will be comprehensive.
4. **Assignments** – Will vary by instructor. Worth 50 points.

IV. Evaluation and Assessment (Grading):

Exams worth 100 points each	300 points
Wellness Behavior Change Project**	150 points
Myth Buster**	100 points
Assignments (varied by instructor)	50 points
Attendance (See Section VII for attendance policy)	

A = > 90%

B = 80-89%

C = 70-79%

D = 60-69%

F = < 59%

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V. Tentative Course Outline/Calendar:

Week	Topic	Core Objective	Due Dates
Week 1	Explanation of wellness dimensions; Wellness theories	Introduction to Core Objectives	By 11:59 am on first Friday submit an email to instructor describing yourself
Week 2	What are hypokinetic conditions? Discuss Wellness Behavior Project	Critical Thinking; Communication Skills; Social Responsibility	Weekly Reflection
Week 3	Elements of personal fitness; Discuss Myth Busters	Critical Thinking; Communication Skills; Empirical and Quantitative Skills; Social Responsibility	Wellness Behavior Assessment DUE Weekly Reflection
Week 4	Nutrition for an active lifestyle	Critical Thinking; Empirical and Quantitative Skills	**Wellness Behavior Contract Weekly Reflection
Week 5	Weight management to be well	Critical Thinking; Empirical and Quantitative Skills	1 st exam Weekly Reflection
Week 6	How does stress influence performance and life?	Critical Thinking; Social Responsibility	Weekly Reflection
Week 7	Illicit Drugs (definition and influencing factors)	Critical Thinking; Social Responsibility	Weekly Reflection
Week 8	Tobacco and Alcohol	Critical Thinking; Empirical and Quantitative Skills; Social Responsibility	Weekly Reflection
Week 9	Sexual maturity – what is it?	Critical Thinking; Social Responsibility	2 nd exam Weekly Reflection
Week 10	STI/STD	Critical Thinking; Social Responsibility	**Myth Buster paper DUE Weekly Reflection
Week 11	Diseases (communicable and on-communicable)	Critical Thinking; Communication Skills; Empirical and Quantitative Skills; Social Responsibility	Weekly Reflection
Week 12	Being a well consumer	Critical Thinking; Communication Skills; Empirical and Quantitative Skills; Social Responsibility	Weekly Reflection

Week 13	How does the environment influence wellness?	Critical Thinking; Communication Skills; Empirical and Quantitative Skills; Social Responsibility	**Myth Buster presentations Weekly Reflection
Week 14	Aging well with wellness	Critical Thinking; Communication Skills; Empirical and Quantitative Skills; Social Responsibility	**Wellness Behavior Evaluation Weekly Reflection
Week 15	Wellness over the lifespan	Critical Thinking; Communication Skills;	
Week 16			3 rd (final) exam

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VI. Readings

- Brekken, S, K., Darnell, G., Agnor, D., & Netherland, B. (2014). *The science of basic health and fitness* (1st edition). Dubuque, IA: Kendall/Hunt Publishing Co. ISBN 978-1-4652-4939-5
- SFA D2L
- LiveText - This course collects assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA Titan email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText, call ext. 1267 or e-mail SFALiveText@sfasu.edu

VII. Course Evaluations: Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. **Therefore, your response is critical and WORTH 2 points of your**

total grade. In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Class Attendance and Excused Absence: Policy 6.7

Daily attendance and active participation is expected and required of all professionals, therefore your attendance, which includes being tardy and/or leaving class early, may affect your final grade, thus attendance, tardies and/or leaving early will be recorded. Students should contact the Judicial Office (Rusk Bldg., Room 315 or 936-468-2703) and provide documentation for excused absences. Students will be allowed to makeup 3 weeks (9 days for a MWF course or 6 days for a TTh or MW course) of coursework for documented excused absences as stated by the university attendance and excused absence policy found at http://www.sfasu.edu/policies/class_attendance_excused_abs.asp.

You may jeopardize your financial aid for this course if absences/tardies are excessive prior to the 12th Day Class.

Late Assignments

- If you miss an exam or assignment due to an **excused absence** you must take the exam or turn in the assignment within one week of your return.
- If you miss an exam or assignment due to an **unexcused absence** you cannot take the exam nor or you eligible for the assignment points.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one's own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university

Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at <https://www.sfasu.edu/judicial/earlyalert.asp> or call the office at 936-468-2703.

Additional Information

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal

background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <<http://www.texas.ets.org/registrationBulletin/>>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information: