

## **PWLA 1600**

### **PERSONAL WELLNESS**

2 Semester Hours

Semester/Year: Summer/2007

Instructor: Dr. Rachel Abbott, CHES

Office Location: Row Hall 107

Office Hours: MTWRF 12:00-12:30

Telephone: 678-839-6190

E-mail: [rabbott@westga.edu](mailto:rabbott@westga.edu)

Fax: 678-839-6195

#### **COURSE DESCRIPTION**

Introduction to the major dimensions of wellness with emphasis on behavioral and environmental factors influencing levels of personal and community health. Examination of concepts related to a variety of health topics, including fitness, nutrition, weight management, stress/stress management, suicide, human sexuality, communicable diseases, and alcohol and other drug use. Emphasis is on decision-making and personal responsibility for lifelong wellness.

#### **COURSE OBJECTIVES**

Students will:

1. analyze concepts related to health, wellness, and disease prevention and the important role of lifestyle and environment as determinants of each (Mullen, McDermott, Gold, & Belcastro, 1996);
2. determine strategies for achieving high-level personal wellness through the adoption and maintenance of positive health behaviors (Mullen et al, 1996);
3. identify the components of emotional and mental well-being and examine how the development of each can prevent psychological problems (Hales, 1994);
4. assess healthy and unhealthy coping mechanisms and determine ways to create more positive and effective personal coping strategies (Hales, 1994);
5. assess current dietary recommendations, determining how each could be incorporated into a personal plan for healthy eating behaviors (Mullen et al, 1996);

6. examine the contributions of good nutrition to the prevention of heart disease, cancer, and other health problems (Hales, 1994);
7. analyze the role of genetics, diet, exercise, and behavior modification in weight management (Anspaugh, Hamrick, & Rosato, 1994);
8. compare characteristics common to fad/alternative diets with safe, sensible weight reduction diets (Mullen et al, 1996);
9. identify the components of physical fitness and determine the benefits of exercise as a strategy for disease prevention (Anspaugh et al, 1994);
10. assess the principles and guidelines for lifelong fitness (Williams, 1996);
11. describe a comprehensive view of human sexuality (Nevid, Fincher-Rathus, & Rathus, 1995);
12. assess methods of contraception and disease prevention and strategies for responsible decision-making (Mullen et al, 1996);
13. describe patterns of drug use and abuse and associated health risks (Hales, 1994);
14. determine what constitutes responsible drug-taking behaviors (Mullen et al, 1996); and
15. formulate a personal philosophy of well-being based on the three components of spiritual wellness: insightful relationships with oneself and others, a strong personal value system, and a meaningful purpose in one's life (Seaward, 1991).

## **TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES**

### **Required Text:**

Insel, P.M., & Roth, W.T. (2005). *Core concepts in health brief* (10<sup>th</sup> ed.). Boston, MA: McGraw Hill.

### **Support Books:**

Anspaugh, D. J., Hamrick, M. H., & Rosato, F. D. (1994). Wellness: Concepts and Applications. St. Louis: Mosby.

Edlin, G., Golanty, E., & Brown, K. M., (1998). Health and Wellness. Boston: Jones and Bartlett.

Hales, D. (1994). An invitation to health. Redwood City, CA: Benjamin Cummings.

Nevid, J. S., Fichner-Rathus, L., Rathus, S. A. (1995). Human sexuality in a world of diversity. Boston, MA: Allyn & Bacon.

Williams, M.H. (1996). Lifetime fitness and wellness. Madison, WI: Brown & Benchmark.

## ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

### Evaluation Procedures:

1. **Discussion Boards (10 points each):** This course will include 4 discussion board questions. The discussions will start with a question or scenario given by the instructor. The discussions will vary and will reinforce concepts that we cover in class. In order to receive credit, you must respond at least two times per discussion board. This assignment will be completed on webCT Vista on the assigned date. The rubric for evaluating your participation is attached to the syllabus.
2. **Online Assignments (20 points each):** This course will include six online assignments. The assignments will vary and will reinforce and apply concepts that we cover in class. These assignments will be completed and submitted to the instructor on webCT Vista by the assigned due date AND time.
3. **Quizzes (20 points each):** *There will be a quiz every day.* The quiz will be taken on webCT Vista. Quizzes will be comprised of some or all of the following - multiple choice, true/false, matching, and fill in the blank or listing. The quizzes will be timed and you will have one chance to complete each question within the given time frame. The quiz will cover the content gone over the previous day.
4. **Participation (5 points per day):** In order for you to gain the maximum experience in this class, it is imperative that you actively participate in class. Participation will therefore be graded. For the participation grade, students are expected to:
  - Attend all class sessions,
  - Be on time for class and not leave early,
  - Engage in activities fully with effort,
  - Avoid distracting or disrupting the class (no cell phones, pagers, etc.),
  - Contribute to a positive climate by demonstrating good social skills, including using respectful and proper communication skills (avoid interrupting others, using profanity, criticizing others, dominating conversations, etc.).

Each unexcused absence will result in a deduction from the student's participation grade. Each incidence of tardiness or leaving early will result in a grade deduction.

### Grading Policy:

Discussion Boards = 40 points  
Online Assignments = 120 points  
Quizzes = 200 points  
Participation = 55 points  
Total = 415 points

A = 374-415  
B = 332-373  
C = 291-331  
D = 249-290  
F = below 249

## **General Policies:**

1. All quizzes are to be taken on webCT Vista at the assigned day and time. No exceptions.
2. Any disruption by a student(s), including but not limited to, excessive teacher interruptions, voluntary lack of participation, excessive horseplay and talking during lecture or test that the instructor feels is inappropriate, the student will be asked to leave the class immediately. Student(s) will be asked to set up a meeting with the teacher to discuss the situation. If a student(s) has to be asked more than twice to leave the class because of disruptive behavior, that student(s) will be referred to the Chair of the Physical Education Department for further discussions.
3. Per university policy, the official communication method with students will be through campus e-mail (MyUWG).
4. Per university policy, no material prepared to meet requirements in one course may be used to fulfill the requirements in another course without permission of the instructor.

## **ACCOMODATIONS**

If you need an accommodation for a disability, please bring your student disability report from Disability Services to the instructor.

## **CLASS OUTLINE:** (tentative and subject to change)

Week 1 (May 14-18)	Introductions, WebCT Vista, Class Schedule Promoting Healthy Change (Online Assignment) Managing Stress (Online Assignment) Cardiovascular Disease (Discussion Board) Managing Weight Personal Fitness (Online Assignment)
Week 2 (May 25-29)	Nutrition (Online Assignment) Psychoactive Drugs (Online Assignment) Tobacco and Caffeine (Online Assignment) Alcohol Personal Safety (Discussion Board)
Week 3 (May 29)	STD's/Contraception (Discussion Board) Cancer (Discussion Board)

## **ACADEMIC HONESTY**

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the Student Handbook, Undergraduate Catalog, and Graduate Catalog.

Discussion Board Rubric

<b>Criteria</b>	<b>Outstanding (9-10)</b>	<b>Proficient (8)</b>	<b>Basic (7)</b>	<b>Below Expectations (0-6)</b>
<b>Critical Thinking</b>	Rich in content, full of thought, insight, and analysis	Substantial content, thought, insight, and analysis has taken place	Generally competent, information is thin and commonplace	Superficial, no analysis or insight is displayed
<b>Connections</b>	Clear connections to previous or current information and applies to real life situations	New ideas or connections, lacks depth and/or detail	Limited, if any, connections, vague generalities	No connections are made, off topic
<b>Uniqueness</b>	New ideas, made with depth and detail	New ideas, lacks depth and/or detail	Few, if any new ideas, summarizes other postings	No new ideas, I agree with... statements
<b>Timeliness</b>	All required postings, throughout the discussion	All required postings, some not in time for others to read and respond	All required postings, most at the last minute	Some, or all, required postings are missing
<b>Grammar</b>	Few grammatical errors	Several grammatical errors	Obvious grammatical errors, errors interfere with content and/or reading	Obvious grammatical errors, makes understanding difficult