

**Middle Tennessee State University
Department of Health and
Human Performance**

**2014 General Education Program Review
HLTH 1530/31 – Health and Wellness**

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HLTH 1530/31: Health and Wellness General Education Assessment Report

This report is presented in its final form by Andrew Owusu, health education undergraduate program director in the Department of Health and Human Performance with input from HLTH 1530/31 course coordinator, other health faculty and department Chair.

Section 1: HLTH 1530/31 Course Proposal Reflection

The original course proposal for HLTH 1530/31 was structured to ensure consistency across all sections with each section addressing the general education learning outcomes in a similar manner. Consistency in this context means the following: similar content scope, same syllabus template and, same laboratory activities. There are no revisions to the original course proposal to report at this time.

Section 2: HLTH 1530/31 Course Syllabus

HLTH 1530/31 sections use a common syllabus template. See Appendix 1.

Section 3: Overview: HLTH 1530/31 General Education Learning Outcome Objectives

The assessment report reflects data for Fall 2013. There were 775 students across 10 sections of HLTH 1530/31. One section of 300 students was chosen for assessment. The composition of the sample as it relates to classification is very similar to that of the general HLTH1530/31 population for Fall 2013 (see Table 1).

Table 1: HLTH 1530/31 Gen. Edu. Course Assessment – Sample vs Population

Student Classification	Sample % (N=300)	Population % (N=775)
Freshman	69%	65%
Sophomore	20%	22%
Junior	7%	7%
Senior	3%	6%
SP	1%	1%

For assessment results see Table 2 (Section 4). The table provides assessment related information for each of the seven objectives listed under General Education learning outcome for Social and/Behavioral Science courses.

The outcome objectives are assessed via exam questions or laboratory assignments. For exam questions, we report the percentage of students who correctly answered questions related to specific outcome objectives. If more than one question assesses an outcome objective, we report the average percent correct. Average class grade is reported for laboratory assignments tied to specific outcome objectives.

Learning Outcome Objective #1

Recognize, describe, and explain social institutions, structures, and processes and the complexities of a global culture and diverse society.

- Learning outcome one is addressed in course material on impact of social institutions on well-being in varying contexts. Specifically, the following topics are examined as part of course: role of governmental and non-governmental institutions in health promotion and Behavior Change.
- Learning outcome one is assessed using;
 1. Exam question on role of Department of Health and Human Services (HHS) in setting national health agenda i.e., Health People 2020. Example(s) of question(s) can be found on attached assessment table
 2. Theory-based Behavior change lab involving assessment (behavior/stage of change), behavior observation (context [inter/intra personal], creation of change plan [goal, objectives, enabling/reinforcing factors, obstacles, reward], change tracker and post change reflection. As part of assignment, students need to take into account and reflect on relevant social structures (local and national) that facilitate healthy behavior change.
- Criterion score was set at 80% correct on relevant Exam questions and on behavior change assignment.

Learning Outcome Objective #2

Think critically about how individuals are influenced by political, geographic, economic, cultural, and family institutions in their own and other diverse cultures and explain how one's own belief system may differ from others.

- Learning outcome two is addressed in course material about impact of social and environmental determinants of health. Specifically, the following topics are examined as part of course: Health Disparities and environmental health.
- Learning outcome two is assessed using;
 1. Exam questions on health disparities and environmental health. Example(s) of question(s) can be found on attached assessment table.
- Criterion score was set at 80% correct on relevant exam questions

Learning Outcome Objective #3

Explore the relationship between the individual and society as it affects the personal behavior, social development, and quality of life of the individual, the family, and the community.

- Learning outcome three is addressed in course material on of intra and inter personal communication as it relates to health behaviors. Specifically, the following topics are examined as part of course: psychological health; communication, and behavior change.
- Learning outcome three is assessed using;
 1. Exam questions on psychological health and communication. Example(s) of question(s) can be found on attached assessment table.
 2. Theory-based Behavior change lab involving assessment (behavior/stage of change), behavior observation (context [inter/intra personal],

creation of change plan [goal, objectives, enabling/reinforcing factors, obstacles, reward], change tracker and post change reflection. As part of assignment, students need to take into account and reflect on inter and intra personal relationships that promote or hinder health related behavior change.

- A criterion score was set at 80% correct on relevant exam questions and on behavior change assignment.

Learning Outcome Objective #4

Examine the impact of behavioral and social scientific research on major contemporary issues and their disciplines' effects on individuals and society.

- Learning outcome four is addressed in course material examining data and results from research studies on health risk behaviors. Specifically, the following topics are examined as part of course: current research findings on psychological health, nutrition, drugs and alcohol, tobacco and sexual behavior.
- Learning outcome four is assessed using;
 1. Exam questions on current research findings on psychological health, nutrition, drugs and alcohol, tobacco and sexual behavior.
- Criterion score was set at 80% correct on relevant exam questions.

Learning Outcome Objective #5

Using the most appropriate principles, methods, and technologies, perceptively and objectively gather, analyze, and present social and behavioral science research data, draw logical conclusions, and apply those conclusions to one's life and society.

- Learning outcome four is addressed in course material examining data and results from research studies on health risk behaviors. Specifically, the following topics are examined as part of course: current research findings on psychological health, nutrition, drugs and alcohol, tobacco and sexual behavior.
- Learning outcome four is assessed using;
 1. Exam questions on current research findings on psychological health, nutrition, drugs and alcohol, tobacco and sexual behavior.
- Criterion score was set at 80% correct on relevant exam questions.

Learning Outcome Objective #6

Take ethical stands based on appropriate research in the social and behavioral sciences.

- Learning outcome six is addressed in course material on ethical issues relating to reproductive health and inter-personal violence. Specifically, the following topics are examined as part of course: contraception and intimate partner violence.
- Learning outcome six is assessed using
 1. Exam questions on contraception and intimate partner violence.
- Criterion score was set at 80% correct on relevant exam questions on behavior change assignment.

Learning Outcome Objective #7

Analyze and communicate the values and processes that are used to formulate theories regarding the social context of individual human behavior in the social and behavioral sciences.

- Learning outcome seven is addressed in course material on behavior change models and concepts. Specifically, the following topics are examined as part of course: Transtheoretical Model: Stages of Change; Processes of Change; Self Efficacy.
- Learning outcome seven is assessed using;
 1. Exam questions on the Transtheoretical Model (Stages of Change; Processes of Change; Self Efficacy)
 2. Theory-based Behavior change lab involving assessment (behavior/stage of change), behavior observation (context [inter/intra personal], creation of change plan [goal, objectives, enabling/reinforcing factors, obstacles, reward], change tracker and post change reflection. *As part of assignment, students must assess their stage of change/readiness for change for behavior in question, using the Transtheoretical model of change as framework.*
- Criterion score was set at 80% correct on relevant exam questions and on behavior change assignment.

Table 2: Assessment Results of Gen. Edu. Outcome Objectives for HLTH 1530/31

Gen. Education Learning Outcome	Criteria & Measure	Evaluation Results
<p>Recognize, describe, and explain social institutions, structures, and processes and the complexities of a global culture and diverse society.</p>	<p>Description: Examination of impact of social institutions on well-being in varying contexts. Knowledge of this content is derived primarily under the following topics: role of governmental and non-governmental institutions in health promotion and Behavior Change.</p> <p>Criteria: <u>Lecture:</u> 80% correct on relevant exam questions.</p> <p><u>Lab:</u> Score of 80%.</p> <p>Measure(s): <u>Lecture:</u> Exam questions on role of governmental and non-governmental institutions in health promotion and Behavior Change. Example(s):</p> <ol style="list-style-type: none"> 1. Describe role of Department of Health and Human Services (HHS) in setting national health agenda i.e., Health People 2020. <p><u>Lab</u> Theory-based Behavior change lab involving assessment (behavior/stage of change), behavior observation (context [inter/intra personal], creation of change plan [goal, objectives, enabling/reinforcing factors, obstacles, reward], change tracker and post change reflection. <u><i>As part of assignment, students need to take into account and reflect relevant social structures (local and national) that facilitate healthy behavior change</i></u></p>	<p><u>Lecture</u> 1. 82%</p> <p><u>Lab</u> 87%</p>

Gen. Education Learning Outcome	Criteria & Measure	Evaluation Results
<p>Think critically about how individuals are influenced by political, geographic, economic, cultural, and family institutions in their own and other diverse cultures and explain how one's own belief system may differ from others.</p>	<p>Description: Examination of impact of social and environmental determinants of health and behavior. Knowledge of this content is derived primarily under the following topics: Health Disparities and Environmental health.</p> <p>Criteria: <u>Lecture:</u> 80% correct on relevant exam questions.</p> <p><u>Lab:</u> Grade of 80%.</p> <p>Measure(s): <u>Lecture:</u> Exam questions on social and environmental determinants of health. Exam questions on health disparities and social determinants of health. Examples: <ol style="list-style-type: none"> 1. Describe how lack of health insurance affects an individual's health outcomes. 2. Identify racial/ethnic and cultural health disparities in prevalence rates of chronic disease. 3. Describe political/governmental efforts to address the health disparities experienced by Americans. 4. Discuss ways in which cultural traditions influence an individual's dietary and nutritional habits. </p> <p><u>Lab:</u> Values clarification lab</p>	<p><u>Lecture</u></p> <ol style="list-style-type: none"> 1. 81% 2. 89% 3. 72% 4. 80.5% <p>Overall: 80.6%</p> <p><u>Lab</u> 89%</p>

Gen. Education Learning Outcome	Criteria & Measure	Evaluation Results
<p>Explore the relationship between the individual and society as it affects the personal behavior, social development, and quality of life of the individual, the family, and the community.</p>	<p>Description: Examination of intra and inter personal communication as it relates to health behaviors. Knowledge of this content is derived primarily under the following topics: psychological and social health; communication, and behavior change.</p> <p>Criteria: <u>Lecture:</u> 80% correct on relevant exam questions.</p> <p><u>Lab:</u> Grade of 80%.</p> <p>Measures: <u>Lecture:</u> Exam questions on societal driven risk factors for psychological and social health and, inter/intra personal communication. Exam questions on health disparities and social determinants of health. Examples:</p> <ol style="list-style-type: none"> 1. Identify characteristics of emotionally healthy persons. 2. List symptoms of major depression and Identify pros and cons of various treatment options. 3. Discuss some of the societal factors that may lead to suicide. 4. Define self-esteem. 5. Describe the impact of spiritual health and psychological health on an individual's quality of life. <p><u>Lab</u> Theory-based (Transtheoretical Model of Change) Behavior change lab involving assessment (behavior/stage of change), behavior observation (context [inter/intra personal], creation of change plan [goal, objectives, enabling/reinforcing factors, obstacles, reward], change tracker and post change reflection.</p>	<p><u>Lecture</u></p> <ol style="list-style-type: none"> 1. 86% 2. 96% 3. 77% 4. 91% 5. 84% <p>Overall: 86.8%</p> <p><u>Lab</u> 87</p>

Gen. Education Learning Outcome	Criteria & Measure	Evaluation Results
<p>Examine the impact of behavioral and social scientific research on major contemporary issues and their disciplines' effects on individuals and society.</p>	<p>Description: Examination of data and results from studies on health risk behaviors. Knowledge of this content is derived primarily from course material on current research findings on psychological health, nutrition, drugs and alcohol, tobacco and sexual behavior.</p> <p>Criteria: <u>Lecture:</u> 80% correct on relevant exam questions.</p> <p>Measure(s): <u>Lecture:</u> Exam questions covering current research findings on psychological health, nutrition, drugs and alcohol, tobacco and sexual behavior Examples:</p> <ol style="list-style-type: none"> 1. Identify sources of dietary guidelines for Americans. 2. Examine personal behaviors that may influence risk for infectious diseases. 3. Identify strategies that may decrease personal risk for infectious diseases. 4. Discuss prevention and treatments for common infectious conditions. 	<p><u>Lecture</u></p> <ol style="list-style-type: none"> 1. 67% 2. 74% 3. 64.5% 4. 76% <p>Overall: 70.4%</p>

Gen. Education Learning Outcome	Criteria & Measure	Evaluation Results
<p>Analyze and communicate the values and processes that are used to formulate theories regarding the social context of individual human behavior in the social and behavioral sciences.</p>	<p>Description: Examination of a behavior change model including relevant constructs. Knowledge of this content is derived primarily from course material on the Transtheoretical Model (Stages of Change; Processes of Change; Self Efficacy)</p> <p>Criteria: <u>Lecture:</u> 80% correct on relevant exam questions.</p> <p><u>Lab</u> Grade of 85%.</p> <p>Measure(s): <u>Lecture:</u> Exam questions about stages of change, process of change and self-efficacy.</p> <ol style="list-style-type: none"> 1. Identify and describe the key components of the Transtheoretical model of change. 2. Identify predisposing factors, enabling factors, and reinforcing factors likely to influence behavior change. 3. Identify and describe behavior change processes <p><u>Lab</u> Behavior change lab report: inclusion of Stages of Change Assessment and concept of self-efficacy as part of report.</p>	<p><u>Lecture</u></p> <ol style="list-style-type: none"> 1. 89% 2. 72% 3. 80.5% <p>Overall: 80.5%</p> <p><u>Lab</u> 87</p>
<p>Take ethical stands based on appropriate research in the social and behavioral sciences</p>	<p>Description: Examination of ethical issues as it relates health behavior. Knowledge of this content is derived primarily from course material on reproductive health and intimate partner violence</p> <p>Criteria: <u>Lecture:</u> 80% correct on relevant exam questions.</p> <p>Measure(s): <u>Lecture:</u> Exam questions on contraception and intimate partner violence Examples:</p> <ol style="list-style-type: none"> 1. Discuss contraceptive methods <ul style="list-style-type: none"> ○ Barrier ○ Chemical 2. List abortion methods and ethical dilemmas. 3. Identifying factors that increase likelihood of rape. 4. Identify risk factors for intimate partner violence. 	<p><u>Lecture</u></p> <ol style="list-style-type: none"> 1a. 85% 1a. 89% 2. 73% 3. 45% 4. 76% <p>Overall: 73.6%</p>

Gen. Education Learning Outcome	Criteria & Measure	Evaluation Results
<p>Using the most appropriate principles, methods, and technologies, perceptively and objectively gather, analyze, and present social and behavioral science research data, draw logical conclusions, and apply those conclusions to one's life and society</p>	<p>Description: Using web based resources from reputable sources to gather and analyze dietary intake. Knowledge of this content is derived primarily from course material on accessing, planning and management of dietary intake using USDA web tools and resources.</p> <p>Criteria: <u>Lab:</u> 85% on laboratory assignment.</p> <p>Measure(s): <u>Lab:</u> Nutrition Lab assignment involving dietary intake assessment and healthy eating plan using USDA web-based resources.</p>	<p><u>Lab</u> 89%</p>

Section 4: Planned HLTH 1530/31 Improvements Based on Assessment Results

Discuss recent and/or planned improvements in the curriculum, instruction, and/or student performance in response to assessments of student learning outcomes.

Overall, the assessment results indicate HLTH 1530/31 does a fairly good job of addressing the Behavioral/Social Sciences general education outcome objectives. There are areas for which improvement or modifications are need.

The results for assessment of outcome objectives 4 and 6 indicate students are approximately 8 percentage points off the stated criteria. Thus, in summer 2014, HLTH 1530/31 faculty will meet to discuss and reflect on the following as the basis for possibly revising content scope, content delivery and, assessment of the latter outcome objectives:

- a. Extent to which relevant course material are addressed (scope and delivery) in classroom and lab.
- b. Extent to which assessment measures reflect relevant material covered in lecture and lab.

In addition, it is recommended that HLTH 1530/31 faculty modify evaluation plan and criteria for lab-based activities from which only certain parts assess general education outcome objectives. That is, grading needs to be modified to determine how well the objective was achieved i.e., score on relevant part of assignment as opposed to overall grade.

The need for modification affects primarily the Behavior Change and Healthy Nutrition Plan assignments. Both assignments draw on knowledge and subsequent application of lecture material meant to address multiple the general education outcome objectives.

Furthermore, because the behavior change project draws from many portions of overall course material and addresses multiple outcome objectives we recommend breaking it into multiple sub-assignments over the course of the semester. See below for suggested breakdown;

- **Wellness Assessment Assignment:** Application of knowledge concerning the dimensions of wellness in assessing personal health risk behaviors to determine key areas of concern i.e., need for behavior change.
- **Stage of Change Assessment Assignment:** Application of theoretical change models and concepts to help students assess readiness for change.
- **Behavior Observation Assignment:** Application of basic data collection techniques, and analysis of target behavior.
- **Strategy Selection Tool and Change Contract Assignment:** Application of knowledge relevant to development of appropriate behavior change goal(s), objectives, enabling factors, reinforcing factors, obstacles and rewards.
- **Change Tracker and Reflection Assignment:** Application of behavior monitoring techniques to track change progress and overall reflection behavior change progress.

Section 5: HLTH 1530/31 Oversight

Describe the process for overseeing this General Education course. (For example, is there a General Education coordinator or committee? What role is the role of the coordinator or committee? Does the coordinator or committee review course syllabi? Is there a process for training new Gen Ed faculty? Is there a mentoring or evaluation process in place for Gen Ed faculty?)

There is a coordinator for HLTH 1530/31. The coordinator reports directly to the overall program director for the health area in the Department of Health and Human Performance. The responsibilities of the coordinator are:

- Schedule development for 1530 course sections (lecture/lab) in collaboration with area program director.
- Development of budget for needed materials.
- Supervision of Graduate Teaching Assistants (GTAs).
- Weekly meetings with lecture and lab instructors.
- Evaluation (teaching) of all lab instructors; every semester.
- Organize and implement, prior to start of each semester, in-service training/workshop for current and new instructors.

The coordinator in collaboration with other HLTH 1530/31 instructors jointly review course syllabus for modification.

There is a process in place for training new HLTH 1530/31 instructors. A mandatory 2-day workshop for all current and in-coming instructors (lecture/lab) is carried out at least one week prior to start of each semester. Training includes;

- Personal introductions

- Ice breakers for 1530/31
- Distribution of course materials
 - Textbook
 - File Box (ancillaries)
 - Teaching supplies
 - Office Supplies
- Discussion of Course objectives
 - Purpose of the course
 - Course objectives
 - Consistency among instructors
 - Setting a tone for value of course in general education curriculum
- Discussion of schedule for semester
 - Lab calendar as it relates to lecture
 - Weekly GTA meetings
 - Academic alert dates
 - Extra credit opportunities and due dates
- Simulated Lab Sessions (at least completion of labs 1-5 with the remainder to be completed later in the semester)
 - Experienced lab GTAs conduct these labs to allow new GTAs to experience them and ask questions
 - This process lasts through day one and all day on day two of training

There is a mentoring and evaluation process for faculty, especially GTAs who teach labs. Our two primary instructors have been with the program for more than five years. Thus the primary need for mentoring focuses on GTAs, i.e., lab instructors. Mentoring takes place via the weekly meetings with course coordinator and more experienced (three or more semesters) GTAs. HLTH 1530/31 lecture faculty are evaluated as part of standard university faculty teaching evaluations. GTAs are evaluated every semester using a customized form. There are two sets of evaluations for GTAs; peer and coordinator evaluation. Results from the latter evaluations are used to improve course content delivery and overall quality of course.

Section 6: Needed HLTH 1530/31 Resources

Identify any additional resources needed to improve teaching and learning in this General Education course.

- The most pressing need for HLTH 1530/31 is an additional Full-time Temporary (FTT) position. Because of retirements in the health area, and subsequent need to compensate by adjusting workloads, we have had to consciously reduce HLTH 1530/31 enrollment.

Enrollment has been dropped from a high of 1042 students in Fall 2011 to 775 and 699 in Fall 2013 and Spring 2014 respectively. Again, the drop in enrollment is not due to lack of student interest. Virtually every single HLTH 1530/31 section was at capacity for Fall 2013 and Spring 2014.

Appendix

Appendix 1: Common Syllabus Template for HLTH 1530/31

HEALTH & WELLNESS (HLTH 1530/31-Section ###) SEMESTER

I. Instructor Information

Instructor:

Department: Health and Human Performance

Contact Information: INSTRUCTOR@mtsu.edu or (615) 898-XXXX

Office Location:

Office Hours:

II. Course Synopsis:

This course explores the dimensions of health and wellness in the lives of individuals. It examines individual responsibility, decision-making, and choices that lead to optimal well-being. In addition, factors that help facilitate and promote healthy behaviors will be explored. Students will assess personal health risk behaviors and learn how to effectively plan and execute behavior change strategies through the use of knowledge acquired in class and information from research findings. The course has two components: HLTH 1530 is the lecture portion. HLTH 1531 is the corresponding laboratory session. Lab assignments are intended to immerse student in hands on activities directly tied to lecture material.

III. Required Text:

- **FOR LECTURE & LAB:** Hale, Dianne (2013). *An Invitation to Health at MTSU*, (Brief 8th Ed)., Cengage (ISBN #:978-1-285-890260-5) \$78-80 **NOTE: the textbook and lab manual is ONE item. The lab manual is PART OF THE TEXTBOOK. A separate lab manual is not available.**

IV. Course Objectives

Upon completion of this course, the student will be able to

- a. Define the Dimensions of Health and Wellness
- b. Demonstrate Understanding and Application of Behavior Change Principles
- c. Demonstrate Understanding of Social Health and Health Disparities
- d. Define Key Aspects of Psychological Health
- e. Identify Sources of Stress and Effective Ways for Manage Stress
- f. Demonstrate Understanding of Factors Associated with Unintentional Injuries, Violence and Abuse
- g. Identify and Define Key Aspects of Healthy Relationships and Sexuality
- h. Demonstrate Understanding of Birth Control, Pregnancy, Childbirth Issues
- i. Demonstrate Understanding Concerning Use and Misuse of licit and illicit Drugs
- j. Demonstrate Understanding and Application of Key Principles Concerning Proper Nutrition, Weight Management and Personal Fitness
- k. Demonstrate Understanding Concerning Prevention and Control of Chronic and Infectious Diseases
- l. Demonstrate Understanding of Environmental Health Issues

V. Course Requirements:

A. Lab Sessions:

- 1). Every student is required to have their OWN lab manual. NO PHOTO COPIES OF LABS WILL BE PERMITTED because of copyright issues. Since the lab manual is incorporated into the

textbook for lecture EVERY STUDENT MUST PURCHASE THE TEXTBOOK.

- 2). Each student is required to consistently attend lab and complete all assigned research tasks and/or exercises in each lab session. The lab grade is worth 250 points of the final grade. The lab portion of this class meets on Friday at the time listed on your registration schedule. Lab may meet in a location different from lecture. For this reason please check your schedule to confirm time and location for lab. **LAB IS NOT AN OPTION, IT IS A REQUIREMENT. Not attending and/or not completing assignments in lab may lead to you failing the course.**

B. Three Tests:

Tests will be based on lecture notes & textbook material. You will need a large blue scantron sheet (to be purchased at the bookstore) for each test. **NOTE: The lowest grade of the 3 tests will be dropped. For this reason, NO MAKE-UP EXAMS ARE GIVEN.**

C. Final Comprehensive Exam:

This requirement is separate from the three test mentioned above. The exam will be comprehensive. **THE FINAL EXAM IS MANDATORY AND WILL NOT BE DROPPED.**

D. Community Project:

Students must participate in ONE community project of their choice. If you currently participate in community work or have an interest in a certain area please see me to determine if it qualifies for this assignment. This is to be completed NO LATER THAN APRIL 23TH. Once you complete your service, please complete a community project form (located on pg.4 and also in D2L). More information/ideas about opportunities to volunteer will be sent via email after first week of class.

E. Attendance Policy:

Your presence in class is key to your success in this course. Responsibility for class attendance rests with the student. **Not attending this class every week will decrease the likelihood of success.** Chapter outlines will be provided, and it is the student's responsibility to attend class to obtain pertinent test information to complete chapter outlines. Students who miss class are responsible for obtaining copies of notes, handouts, assignments, etc.

F. Communication with students:

It is the **student's responsibility** to check their **MTSU email account** & D2L for lecture outlines, upcoming class information, and announcements prior to coming to each class meeting. NOTE: When emailing the instructor please include your name and course section (e.g., HLTH 1530-00X) in the subject line.

VI. Grading Procedures

3 Exams (2 of the 3 will be counted; lowest of the 3 will be dropped):	200 points
Comprehensive Final (cannot be dropped):	200 points
Lab:	250 point
Community Project:	100 points
TOTAL	750 Pts.

VII. Grading Scale

750 – 685	A	619 - 609	C+	543 - 501	D
684 - 674	B+	608 - 566	C	500 - 490	D-
673 - 631	B	565 - 555	C-	489 - below	F
630 - 620	B-	554 - 544	D+		

VIII. COURSE OUTLINE – SPRING 2014

	Syllabus	Turn in Contract
	Your Invitation to Healthy Change	Reading: Chapter 1/ Turn in Contract
	Your Invitation to Healthy Change	Reading: Chapter 1
	Your Invitation to Healthy Change	Reading: Chapter 1
	Psychological Health & Social	Reading: Chapter 2 &4
	Psychological Health & Social	Reading: Chapter 2 & 4
	Stress Management	Reading : Chapter 3
	—————▶	TEST #1
	Fitness	Reading : Chapter 7
	Fitness	Reading : Chapter 7
	Finish Fitness/Start Nutrition	Reading: Chapter 5
	Nutrition	Reading: Chapter 5
	Nutrition	Reading: Chapter 5
	-----NO CLASS-----	----- FALL BREAK -----
	Maintaining weight	Reading: Chapter 6
	—————▶	TEST #2
	Reproductive Choices	Reading : Chapter 8
	Reproductive Choices	Reading: Chapter 8
	Reproductive Choices	Reading: Chapter 8
	Preventing Major Diseases-CVD	Reading: Chapter 10
	Preventing Major Diseases-Cancer	Reading: Chapter 10
	Infectious Diseases + STI's	Reading: Chapter 10
	Avoiding Addictions	Reading: Chapter 11
	—————▶	TEST #3
	Alcohol and Tobacco Use, Misuse, and Abuse	Reading: Chapter 12
	Working Toward a Healthy Environment	Reading: Chapter 13
	—————▶	COMPREHENSIVE FINAL EXAM

Community Project - Health & Wellness 1530

As one of the 6 components of Health and Wellness, Environmental health refers to the impact your world has on your well-being. To actively fulfill this dimension of health, we ask our Health and Wellness 1530 students to volunteer in their community and or in event that benefits a good cause. Our students are exposed to people and activities they might have never encountered had not enrolled In HLTH1530.

Community service has the ability to shape the direction of a student's life and the way they view the world around them. Community service also has the ability to give a student a sense of purpose and direction (fulfilling the Spiritual Component of Health). Students who participate in community service activities can also gain real-world experience and perhaps also improve students' skill sets, helping them prepare them for work experiences totally unrelated to their community service work. Other reasons participating in community service benefits MTSU students:

- Students can make a difference.
- Volunteering provides physical and mental rewards: Reduces stress: Experts report that when you focus on someone other than yourself, it interrupts usual tension-producing patterns.
- Can improve students' health: Moods and emotions, like optimism, joy, and control over one's fate, strengthen the immune system.
- Volunteering encourages civic responsibility. Community service and volunteerism are an investment in our community and the people who live in it.
- Students get a chance to give back. People like to support community resources that they use themselves or that benefit people they care about.
- Volunteering strengthens the student's community.
- Understanding community needs helps foster empathy and self-efficacy
- Community Service promotes personal growth and self-esteem.
- Volunteers can gain professional experience.

*******IMPORTANT-NEEDS TO BE SUBMITTED*******

Health and Wellness 1530 Acknowledgment of Receipt of Syllabus

By completing this form, you are confirming that you received the syllabi, that you have read it, and that you understand and acknowledge all the requirements of HLTH 1530. Please sign and return **IN CLASS by MONDAY. January 27TH . E-mailed contracts will NOT be accepted.**

Check after reading the following:

_____ I have received my Health and Wellness 1530 syllabus (including course objectives, policies, requirements and schedule) and have read and understand all the enclosed materials.

_____ I have read the Test Policy. If I miss a test I cannot make it up but only use it as my drop grade.

_____ I am aware that the COMPREHENSIVE FINAL IS MANDANTORY AND CANNOT BE DROPPED.

_____ I understand that the lab portion of HLTH 1530 is a **course requirement** and not attending and/or completing assignments are means for failing the course.

_____ I know when and where my lab meets on Friday.

_____ I understand that it is my responsibility to check my MTSU email for announcements, lecture notes, review sheets, etc.

_____ I understand that I must purchase the textbook made specifically for HHP MTSU Health and Wellness. Lab manuals are integrated into the back of the text and lab manuals are mandatory. NO PHOTOCOPIED LABS WILL BE PERMITTED

Name _____

MTSU Email Address _____