



**SCHOOL OF EDUCATION AND BEHAVIORAL SCIENCES
WELLNESS & POSITIVE LIFESTYLES KIN 1113
FALL 2018**

Instructor: Chad Speer
Office Location: Bloomer Gymnasium – 113
Email: cspeer@se.edu
Office Phone: 580-745-2466
Office Hours: Monday (8:00am-10:30am)
Tuesday (8:00am-10:30am)
Wednesday (8:00am-10:30am)
Thursday (8:00am-10:30am)

COURSE TITLE: Wellness and Positive Lifestyles

CATALOG DESCRIPTION: This course involves the integration of principles of health and wellness that expands one's potential to make informed choices about life-styles.

PREREQUISITES: NONE.

REQUIRED MATERIALS:

Dodd and Powers (2017). *Total Fitness and Wellness*, 7th ed., Pearson Publishing. ISBN: 978-0-13-416760-2

Pedometer or step counter is required for lab work.

This course uses Pearson Mastery and the access code is required. You do not need both a hard copy and an e-copy which is provided with the access code. Use the ISBN above or go to the SE bookstore.

It is **extremely important** that you obtain course materials before the start date of the course, including the textbook. You do not have to wait until you receive a copy of the syllabus to find out the required book for a given course. You may use the SE Official Bookstore to find the book. Try it now! Go to goo.gl/jRh3v0 (*this is a shortened web-address for the SE Bookstore*), type in the information for one of your courses, and see the book!

TECHNICAL REQUIREMENTS: <http://www.se.edu/online-learning/technology/hardware-software-requirements/>

NETIQUETTE (INTERNET ETIQUETTE): <http://www.se.edu/online-learning/technology/communication-netiquette/>

LIBRARY AND INFORMATION RESOURCES: <http://www.se.edu/online-learning/student-services/>

Please read the *Technical Requirements* policy on the Southeastern Distance Education website <http://homepages.se.edu/blackboard/student-support/browser-recommendations/>

In summary, you will need access to a reliable computer with adequate specs and a reliable internet connection, with a backup plan in case you experience technical difficulty. Oftentimes technical problems are browser related, so if this occurs try a different browser. Typically, Chrome and Firefox work best Blackboard.

Minimum Technical Skills

Students enrolled in this course will be expected to navigate BlackBoard to obtain course content and complete assignments. Students may also be required to use other SE resources such as the SE library. To ensure each student is adequately equipped for these requirements, you have each been enrolled in a resource course titled Online Student Orientation. There, you will learn to navigate within the BlackBoard folders and modules, as well as use the Bb resources. You will also learn about Respondus and ZOOM. You will complete tutorials on a variety of skills to help you take full advantage of what Blackboard and SE has to offer. If you have trouble loading the tutorials, please review the troubleshooting page upon entering the tutorials module. This course will provide you with the skills needed to succeed in this and other online courses. The Orientation course will take approximately two to four hours to complete in full. You will be required to provide proof of completion of the orientation before gaining access to course work folders. Discovery of falsified credentials (badge) is an integrity violation and will follow SE's academic integrity policy.

Prerequisites Knowledge/Skills:

Correct grammar, spelling, and punctuation are necessary in a college course. Therefore, you are encouraged to take advantage of the resource "course" Basics of Language Training (BOLT). These modules are self-paced and will serve as a refresher course for writing. Each online course will require correct usage of grammar and APA format. The Basics of Language Training (BOLT) course contains self-paced modules on APA basic format as well as Citing Sources in APA. You are strongly encouraged to review these modules to be fully prepared for your courses. If you are unable to demonstrate adequate usage of grammar, punctuation, spelling, or APA format, your instructor(s) may require work to be completed in the Basics of Language Training (BOLT) Course. The BOLT course will remain available to students throughout the program so that they may return to it as necessary.



Additionally, the menu of each course will have a link to the Purdue OWL site, which is an excellent resource for quick reference when completing work.

Definition of a Week

Each week will begin at 12:00am Monday and will end at 11:59pm Sunday. This will be the time frame for which students will be expected to work within a given week's folder. All assignments will be due at 11:59pm, and the last assignment each week will be due on Sunday. All times will

be based on the time zone of the institution: **Central Standard Time.**

Work Load

The amount of time you will spend in each course will vary from class to class, largely depending on prior education and experience with the topic of the class. Instructors will provide approximate time expectations for each task in the course, but individually, you may spend more or less on any given item depending on your reading speed, the need to re-read content, and how quickly you comprehend the subject and requirements. It is roughly estimated that you will spend an average of 12-15 hours per week in any given course.

Standard Grading Rubrics

Each course will use standard rubrics. They will be attached digitally to your assignments. You should always review the rubric scores and comments to fully understand the grade received and obtain all feedback provided.

Course Policies

Course Availability

Courses will be made available to students one week (7 days) in advance of the start date. Instructors may choose to email students in advance with preview information.

Course Content Availability

Availability for general items within the course will not be withheld; however, if shortened visibility for assignments or exams is applied, a minimum of a 48-hour window of availability will be provided.

Late Work

Late work will not be accepted. Don't wait until the last minute to complete assignments or take the quizzes and you won't encounter these types of problems. Excuses such as "*The system was down,*" "*My computer crashed,*" "*I overlooked the assignment folder,*" "*I couldn't find the assignment in Bb,*" etc., are **not** accepted. No extra assignments will be given to "*bring up your grade.*"

University Policies:

Attendance:

The Registrar's office defines attendance in online and blended classes as:

Stopped Attending = Students who were participating online but have stopped submitting any assignments, etc. without contacting/making arrangements with the instructor

Never Attended = Students who never accessed Blackboard to view the course or never completed any assignments that were due for the course. Statistics Tracking in Blackboard will be utilized in part for determining teacher candidates' accessing of Bb.

Excessive Absences = Students who have submitted some work but are infrequent in their participation or late on assignments—leading to a failing grade

Regular and routine participation is required to be "in attendance" for the course. This includes regularly logging in, turning in homework by required dates/times, **and** participating in discussion forums. Seven (7) consecutive days of non-participation **will** result in your access being disabled without warning.

Participation, or lack thereof, may also affect your financial aid. Remember, Blackboard automatically tracks and records every click once you log into a Bb course. Bb administrators can see if and when you

logged on, the date and time of day you logged on, and what you accessed once you logged in to the course.

Registrar's definitions above will be used for all reporting purposes, per SE policy.

Internet Etiquette (Netiquette):

Distance conveys a degree of anonymity, and as a result, many people feel less inhibited in online situations than in their everyday lives. This lessening of inhibitions sometimes leads people to drop their normal standards of decorum when communicating online. Become familiar with the following guidelines regarding both online discussions and email messages. View entirety of policy: <http://www.se.edu/dept/online-learning/technology/communication-netiquette/>

Southeastern Student Code of Conduct: <http://www.se.edu/dept/student-life/files/2009/10/student-handbook.pdf>

Southeastern Academic Calendar: [http://www.se.edu/dept/registrar/calendar/Assistance/Tutoring in Writing:](http://www.se.edu/dept/registrar/calendar/Assistance/Tutoring%20in%20Writing)

Smart Thinking: Online tutorial service. **Smart Thinking's** services include personalized, live, and online assistance. Visit <http://www.se.edu/current-students/smart-thinking/> to take advantage of these services.

The Writing Center is also available to help with your writing. Here is the contact information: <http://www.se.edu/dept/learning-center/writing-center/>

Counseling Center: Any student experiencing mental or emotional issues who desires free, confidential, clinical counseling is encouraged to contact the SE Counseling Center at (580) 745-2988 to schedule an appointment during normal working hours Monday-Friday, 8:00AM to 5:00PM. For after-hours mental health emergencies, please call SE Campus Police at (580) 745-2911 or the Mental Health Crisis Hotline at 1- (800) 522-1090.

Disability Accommodations: Any student needing special accommodations due to a disability should contact the Office of Compliance and Safety, Administration Building, Suite 311 or call (580) 745-3090 (TDD# 745-2704). It is the responsibility of each student who anticipates or experiences barriers to their academic experience to make an official request for disability related accommodations in a timely manner.

Blackboard Support: Can be found on the Southeastern Blackboard homepage at: <https://blackboard.se.edu/> by clicking on Bb technical support request or in the lower right hand corner on "Live Chat" between the hours of 7:00am-1:00am CST.

Equity and Non-Discrimination Statement: Southeastern Oklahoma State University, in compliance with all applicable federal and state laws and regulations, does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, sexual orientation, gender identity, or status as a veteran in any of its policies, practices, procedures, or programs. This includes, but is not limited to: admissions, employment, financial aid, and educational services. Inquiries regarding non-discrimination and equity policies may be directed to: Michael Davis, Director of Compliance and Safety & Title IX Coordinator, (580) 745-3090, or mdavis@se.edu.

Course Format

Menu: Each course will utilize a Course Template to accomplish a common look and feel. The template will contain a course menu with nine buttons:

Course Home Page - Here, students may obtain quick information regarding announcements, assignments due, etc.

Announcements - Announcements may be used to clarify assignments, make changes in the schedule, provide holistic feedback to the class, etc.

Start Here - This section will contain the syllabus, the instructor's contact information, course policies, etc.

Course Work - Here students will find a folder for each week of the course. All the content, assignments, etc. will be placed into the appropriate week's folder. An outline of contents should be placed on the front of the folder. Assignments may be due throughout the week.

Henry G. Bennett Library - This is a link to the SE online library for convenience.

Student Tools – Students may access any student tool from this area, including grades. They can also email the instructor or classmates from here.

Student Email - All university announcements and other communication with instructors will be sent to student email. This link gives quick convenient access to student email.

Weekly Folders: There are Seven Weekly Folders, located on the Blackboard Home page tabs, containing all course exercises. Students will collaborate with the instructor and each other via the online tools provided by Bb, including discussion boards. All assignments, instructions, and explanations will be posted to Bb within the corresponding weekly folder. On the front of the folder is the Introduction. It will give you a summary of the contents of the folder as well as an introduction to the subject matter. Assignments, Quizzes, Discussion Boards, and Exams are contained in the sub-folders. The course content will be available from the beginning of the course with due dates listed for each assignment. Please note that early submission of an assignment will not result in the assignment being graded earlier.

MODULE GOALS:

Week #1: Understanding Fitness and Wellness

By the end of the module you should be able to discuss the 8 components of wellness and 5 components of fitness and complete a behavior change plan.

Week #2: General Principles of Exercise

By the end of the module you should be able to outline the steps required to design an exercise program and discuss major barriers to physical activity.

Week #3: Components of Fitness

By the end of the module you should be able to describe common methods used to assess each component of fitness and discuss ways to stay motivated when implementing a fitness plan.

Week #4: Creating a Total Fitness and Wellness Plan

By the end of the module you should be able to create a total fitness and wellness plan.

Week #5: Nutrition Guidelines

By the end of the module you should be able to outline and apply sound nutritional guidelines when planning a diet plan.

Week #6: Cardiovascular Risk and Stress Management

By the end of the module you should be able to outline a plan for reducing cardiovascular disease.

Week #7: Cancer and Substance Abuse

By the end of the module you should be able to increase your awareness of your cancer risks, drinking habits, and tobacco usage.

Note: The module goals are aligned with the weekly objectives which are found in the course schedule and are aligned with the individual assignments in the folder as noted.

COURSE SCHEDULE:

During Week #1 (10/22-10/28), you will complete the following course work:

- Start Here
- Introduce Yourself Discussion Initial Post due Wednesday, 11:59pm CST
- Week 1 Introduction
- Read chapter 1 in the text
- Watch 2 videos located on Pearson Mastering
- Assignment: Perform a personal assessment of your current state of wellness (Lab 1.1) due Sunday, 11:59pm CST
- Assignment: Perform a personal assessment of risky behaviors (Lab 1.2) due Sunday, 11:59pm CST
- Assignment: Develop a detailed behavior change plan of action (Lab 1.3) due Sunday, 11:59pm CST
- Assignment: Community Action due Sunday, 11:59pm CST
- Quiz over chapter 1 due Sunday, 11:59pm CST
- Introduce Yourself Discussion Peer Responses due Sunday, 11:59pm CST
- Weekly Wrap-Up

Total Estimated Time: 10 hours

Weekly Objectives:

After completing this week's assignments, you should be able to (1) perform self-assessments to assist in creating a behavior change action plan; (2) identify the major components of fitness and wellness; (3) establish SMART goals for a behavior change action plan; and (4) choose a Healthy People 2020 initiative and determine the statistics in a local community.

During Week #2 (10/29-11/4), you will complete the following course work:

Week 2 Introduction

- Read Chapter 2
- Watch chapter 2 videos
- Discussion initial post - *Mistakes that sabotage your workout* - due **Wednesday**
- Assignment: Warming up (Lab 2.1), due **Wednesday** 11:59pm CST
- Assignment: Which Physl Act Work Best (Lab 2.2) due **Wednesday**
- Assignment: Using a Pedometer to Count Your Steps (Lab 2.3) due **Wednesday**
- Quiz over chapter 2 due **Sunday**, 11:59pm CST
- Discussion peer response due **Sunday**, 11:59pm CST
- Weekly Wrap-Up

Total Estimated Time: 10 hours

Weekly Objectives:

After completing the activities this week, you should be able to: (1) identify barriers to exercise and discuss the mistakes that commonly sabotage adhering to an exercise plan; (2) identify exercise principles and concepts of exercise prescription design; (3) examine warm-up protocols; (4) use a pedometer to record daily step counts; and (5) discover which physical activities are best suited for you.

During Week #3 (11/5-11/11), you will complete the following course work:

- Week 3 Introduction
- Read chapters 3 through 6
- Watch chapters 3-6 videos
- Discussion Board Initial Post: *Staying Motivated and Managing Time* due Wednesday, 11:59pm
- Assignment: Lab 3.1B: Walk a mile due Sunday, 11:59pm CST
- Assignment: Lab 3.3: Determine Target Heart Rate due Sunday, 11:59pm
- Assignment: Lab 4.4: Determine Muscular Strength due Sunday, 11:59pm
- Assignment: Lab 4.5 Determine Core Strength due Sunday, 11:59pm
- Quiz: Chapters 3-6 due Sunday, 11:59
- Discussion Board Peer Response: *Staying Motivated and Managing Time* due Sunday, 11:59pm
- Weekly Wrap-Up

Total Estimated Time: 10 hours

Weekly Objectives:

After completing the activities this week you should be able to: (1) identify and define the 4 components of fitness; (2) distinguish among the methods used to assess each component of fitness; (3) present and discuss ideas for staying motivated and managing time to include daily fitness; (4) perform various fitness self-assessments and adjust exercise plan as needed; (5) calculate target heart rate.

During week #4 (11/12-11/18), you will complete the following course work:

- Week 4 Introduction
- Read chapter 7 and review chapter 1
- Discussion Board initial post: *Strategies for Success* due Wednesday 11:59pm
- Assignment - Lab 7.1, 7.2, & 7.3 - Establishing Goals due Thursday, 11:59pm
- Wellness Plan Project - Personal Fitness and Wellness Plan (Lab 7.4 and wellness plan folder) due Sunday 11:59pm
- Discussion Board peer response: *Strategies for Success* due Sunday 11:59pm
- Weekly Wrap-Up

Total Estimated Time: 10 hours

Weekly Objectives:

After completing the activities this week you should be able to: (1) establish short-term, intermediate, and long-term goals for a total fitness and wellness plan; (2) describe strategies that will help you be successful in implementing your plan; (3) plan a weekly personalized fitness routine that includes all the components of fitness. (4) plan a total wellness plan that addresses the components of wellness that were assessed during week #1.

During Week #5 (11/26-12/2), you will complete the following course work:

- Week 5 Introduction
- Read chapters 8 & 9
- Watch chapters 8 & 9 videos
- Assignment - Diet Analysis (Lab 8.1 and 8.4) due Sunday, 11:59pm
- Assignments –Take Charge of Your Health: Why Do You Eat?; Your Eating Habits and Extra Calories due Sunday, 11:59pm
- Assignment - Determining Ideal Body Weight using the Body Mass Index (Lab 9.1) due Wednesday, 11:59pm
- Assignment - Estimating Daily Caloric Expenditure (Lab 9.2) due Wednesday, 11:59pm
- Assignment - What triggers your Eating? (Lab 9.5) due Wednesday, 11:59pm
- Quiz over chapters 8 & 9 due Sunday, 11:59pm
- Weekly Wrap-Up

Total Estimated Time: 10 hours

Weekly Objectives:

*After completing the activities this week, you should be able to: (1) define nutrition and classify nutrients; (2) analyze your diet and use the results in creating a personalized diet plan; (3) create short- and long-term goals to change 3 poor dietary habits; (4) assess your nutritional habits and apply the results when creating a personalized diet plan; (5) compute ideal body **weight** using the body mass index; (6) estimate daily caloric expenditure; (7) determine the **levels** of emotional, social, and environmental influences on eating habits.*

During Week #6 (12/3-12/9), you will complete the following course work:

- Week 6 Introduction
- Chapters 10 & 11
- Chapter 10 & 11 videos
- Discussion Board initial post: *How do you manage stress?* due Wednesday, 11:59pm
- Assignment - Assessing your risk for Cardiovascular Disease (Lab 10.1) due Wednesday, 11:59pm

- Assignment - Understanding your risk for Cardiovascular Disease (Lab 10.2) due Wednesday, 11:59pm
- Assignment - Assessing your Genetic Predisposition for Cardiovascular Disease (Lab 10.3) due Wednesday, 11:59pm
- Assignment – Stress Index Questionnaire (Lab 11.2) due Sunday, 11:59pm
- Assignment – Managing Time and Establishing Priorities (Lab 11.3) due Sunday, 11:59pm
- Quiz over chapters 10 & 11 due Sunday, 11:59pm
- Discussion Board peer response: *How do you manage stress?* due Sunday 11:59pm
- Weekly Wrap-Up

Total Estimated Time: 10 hours

Weekly Objectives:

After completing the activities this week, you should be able to (1) define cardiovascular disease; (2) distinguish between the major and contributory risk factors for coronary heart disease; (3) identify 3 factors that can affect your stress level; (4) discuss 3 effective strategies for managing stress and explain how/why they work for you; (5) assess overall coronary risk and develop treatment goals to reduce LDL; (6) evaluate overall risk for CVD and develop a lifelong strategy to reduce this risk; (7) examine genetic disposition for CVD; (8) examine your current schedule and plan a day that will include activities of importance.

During Week #7 (12/10-12/16), you will complete the following course work:

- Week 7 Introduction
- Read chapters 13 & 15
- Discussion Board initial post: *Preventing Substance Abuse* due Wednesday, 11:59pm
- Assignment - Cancer Risk (Lab 13.1) due Wednesday, 11:59pm
- Assignment - Alcohol Abuse Inventory (Lab 15.1) due Wednesday, 11:59pm
- Assignment - Tobacco Usage Inventory (Lab 15.2) due Wednesday, 11:59pm
- Discussion Board peer response post: *Preventing Substance Abuse* due Friday, 11:59pm
- Quiz over chapters 13 & 15 due Friday, 11:59pm
- Weekly Wrap-Up

Total Estimated Time: 10 hours

Weekly Objectives:

After completing the activities this week, you should be able to: (1) outline and discuss several strategies that can be used to prevent substance abuse; (2) determine your cancer risk; (3) increase your awareness of your drinking habits by completing a self-assessment; (4) increase your awareness of your tobacco habits by completing a self-assessment; (5) recognize the common sites for most cancers and how we can reduce our risk of developing cancer.

ASSESSMENT (GRADING SYSTEM):

The grading scale for this course is:

90 – 100% of total points = A

80 – 89% of total points = B

70 – 79% of total points = C

60 – 69% of total points = D

0 – 59% of total points = F

Rounding to the next letter grade is NOT AUTOMATIC and will be at the discretion of the instructor.

Assignment List	Points	
Discussion Boards	5 X 30	150
Quizzes	5 X 60	300
Assignments	25 X 50	1250
Wellness Plan Project	1 X 100	100
Total		1800

Rubrics:

Discussion Board Rubric

Asynchronous discussion enhances learning as you share your ideas, perspectives, and experiences with the class. You develop and refine your thoughts through the writing process, plus broaden your classmates' understanding of the course content.

Criteria	Unacceptable 0 Points	Acceptable 1 Point	Good 4 Points	Excellent 6 Points
Initial Assignment Posting	Posts no assignment.	Posts adequate assignment with superficial thought and preparation; doesn't address all aspects of the task.	Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts.	Posts well developed assignment that fully addresses and develops all aspects of the task.
Follow-Up Postings	Posts no follow-up responses to others.	Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion.	Elaborates on an existing posting with further comment or observation.	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts.
Content Contribution	Posts information that is off-topic, incorrect, or irrelevant to discussion. Addresses fewer than 2 of the critical thinking questions.	Repeats but does not add substantive information to the discussion. Addresses 2 of the critical thinking questions.	Posts information that is factually correct; lacks full development of concept or thought. Addresses 4 of the critical thinking questions	Posts factually correct, reflective and substantive contribution; advances discussion. Addresses all critical thinking questions (see below)
References & Support	Includes no references or supporting experience.	Uses personal experience, but no references to readings or research.	Incorporates some references from literature and personal experience.	Uses references to literature, readings, or personal experience to support comments.

Clarity & Mechanics	Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate.	Communicates in friendly, courteous and helpful manner with some errors in clarity or mechanics.	Contributes valuable information to discussion with minor clarity or mechanics errors.	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.
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Adapted from Barbara Frey (<http://www1.udel.edu/janet/MARC2006/rubric.html>) Baf30@pitt.edu

Wellness Plan Project Rubric: See the Wellness Plan Project Folder under week #4.

Labs are expected to be completed with detailed explanations, where required, to receive full credit. Simple Yes/No answers are not sufficient to receive full credit. You should say why it's yes or no. Complete your answers using correct grammar and punctuation. Failure to begin your sentences with a capital letter will result in point deductions. Failure to use "I", when referring to oneself will result in point deductions. Repeated mistakes may result in a grade of zero. In other words, do not use "texting" language on any assignment. Below is a general assignment rubric. Just follow the directions fully and completely.

Category	10	6	2
Amount of Information	All topics are addressed and all questions answered with at least 2 sentences, where appropriate.	Most topics are addressed and most questions answered.	Some topics are addressed and some topics answered. There is some missing information.
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information relates to the main topic. Lacks details and/or examples.
Content: Support	Support information is related to and supportive of the topic/subject.	Support information has minor weaknesses in relatedness to and/or support of the topic/subject.	Support information has major weaknesses in relatedness to and/or support of the topic/subject.
Content: Style – Vocabulary	Exhibits skillful use of vocabulary that is precise and purposeful.	Exhibits reasonable use of vocabulary that is precise and purposeful.	Exhibits minimal use of vocabulary that is precise and purposeful.
Mechanics	No grammatical, spelling, or punctuation errors.	Almost no grammatical, spelling, or punctuation errors.	A few grammatical, spelling, or punctuation errors.

Instructor Feedback:

Students should expect a timely response to email questions and prompt grading and posting of assignments and exams. You should receive a response to your email within 24 hours. If you

haven't received a response within 24 hours, please email again just in case I overlooked it. You should do your best to email from your official SOSU student email account. **Be sure to include your name in the body of every email you send as well as the assignment number you are referencing.**

Students should expect prompt grading and posting of assignments and exams. Instructor feedback will be provided to students in 3 business days from the due date or Instructor feedback will be provided to students before the next assignment is due.

The professor reserves the right to make adjustments to the syllabus and/or grading policy as needed in order to meet the instructional needs and goals of the class. Students will be notified of any adjustments to the course schedule.

Course Evaluations

All students are asked to complete an anonymous evaluation of this course. A link to the course evaluation will be provided in Blackboard/Announcements during the last week of the course.