

# HSC 3102, Section 0021

## Personal and Family Health

Department of Health Education & Behavior  
College of Health and Human Performance  
University of Florida  
Spring 2012

**Course Instructor:** Suzanne Sneed-Murphy, Ph.D.

Lecturer

**Office:** 20 Florida Gymnasium

**Phone:** (352) 294 – 1812

**Email:** murphysm@hhp.ufl.edu

**On-campus Office Hours:** Monday and Wednesday 12:00 pm - 2:00 pm

Friday 8:00 am -10:00 am.

\*Scheduled appointments are recommended and can be made outside of the time frames listed above.

**Exam 1 Testing Time:** Monday, February 20 @ TBA OR Tuesday, February 21 @ TBA.

(You can attend either on-campus testing session)

**Exam 2 Testing Time:** Monday, April 2 @ TBA OR Tuesday, April 3 @ TBA.

(You can attend either on-campus testing session)

**Exam 3 Testing Time:** Monday, April 23 @ TBA OR Tuesday, April 24 @ TBA.

(You can attend either on-campus testing session).

**Testing Location:** TBA. The examinations are typically scheduled for 6:30 pm in the evening.

**Textbook:** None

**Course Description:** A survey of personal health concerns: emotional health; aging and death; alcohol, tobacco and drug abuse; physical fitness; nutrition and dieting; consumer health; human sexuality; and environmental health.

### Course Objectives:

#### Module 1- Health, Health Education and Promotion (Dr. Don Chaney)

Upon successful completion of this module, the student will be able to:

- Formulate a personal definition of health, health education, and health promotion.
- Define common health and medical terms.
- Discuss the evolution of the field of health education and promotion.
- Identify and define the 4 determinants of health status.
- Explain the relationship between lifestyle behaviors, social structures, environmental conditions, health care, and health status.
- Identify and define the 3 types of prevention.
- Articulate future needs and trends facing the profession of health education and promotion.

## **Module 2 – Health Behavior Theory (Dr. Don Chaney)**

Upon successful completion of this module, the student will be able to:

- Explain why theories are important for use in explaining, predicting and changing health behaviors.
- Identify key concepts and behavioral theories related to health and wellness as influenced by lifestyle and/or social status.
- Discuss how social/behavioral theories can be used for various populations of interest in multiple settings (school, worksite, school, and health care).
- Analyze personal health behaviors in terms of health protective or destructive behavior, and the appropriate theories related to the behavior.

## **Module 3 – Health Disparities (Dr. Delores James)**

Upon successful completion of this module, the student will be able to:

- Discuss the value of a diverse school, work, and social environment.
- Define “culture,” “race,” “ethnicity,” “racism,” stereotype,” “discrimination,” “ethnocentricity,” and “xenophobia”
- Outline the 4 types of racism.
- Distinguish between “assimilation” and acculturation”
- Outline the key dimensions of diversity that generally affect the work and school environment.
- Outline the basic elements to becoming culturally competent.

## **Module 4 – Nutrition (Dr. Delores James)**

Upon successful completion of this module, the student will be able to:

- State the factors that determine food choices.
- List the most influential sources of nutrition information.
- Identify the top 10 food trends.
- List the Dietary Guidelines for Americans.
- State the recommendations of MyPyramid for each food group.
- Outline the benefits of a plant-based diet.
- Develop a plan to improve personal dietary choices.

## **Module 5 – Fitness and Body Image (Taryn Buckley and Janelle Garcia)**

Upon successful completion of this module, the student will be able to:

- List and define five of the components of health related fitness.
- Describe the health benefits of regular physical activity.
- Describe the problems associated with inactivity (aka: the ravages of sedentary living).
- List and explain the physiological principles of exercise.
- Describe and the different forms of cardio-respiratory exercise and resistance training; list the benefits for each and design basic programs for each.

- Describe the various types of stretching techniques; the benefits of maintaining flexibility, and explain how stretching fits into the warm up program.
- Describe how to keep the workouts safe by listing appropriate strategies for prevention, and care, if an injury should occur.
- What are the latest exercise guidelines for all Americans; including those of all ages, disabilities, and more.
- Explain successful motivation techniques and strategies for lifestyle change that work (in order to get active, and stay active).
- Suggest successful adaptation ideas to maximize participation and benefits for everyone, all ages, and including those with disabilities.

### **Module 6 – Alcohol (Dr. Virginia Dodd)**

Upon successful completion of this module, the student will be able to:

- Discuss the effects of alcohol on behavior.
- Define terminology associated with field of study.
- Differentiate between low, moderate, high, and excessive levels of alcohol use.
- Recognize the signs, symptoms, and risk factors for alcohol misuse.
- Discuss the social aspects of alcohol use.
- List the signs/symptoms of alcohol poisoning.
- Discuss the negative consequences associated with alcohol use among college students.
- Discuss the effects of mixing alcohol with energy drinks.
- Discuss effects of alcohol on other drugs (OTC and prescription).
- Define BAC and corresponding values.

### **Module 7 – Relationships and Sexuality (Monica Webb)**

Upon successful completion of this module, the student will be able to:

- Define Sexuality and discuss the role of psychological factors and social conditioning in shaping human sexuality.
- Distinguish between sex and gender, and discuss related components including sexual identity, gender identity, and gender roles.
- Identify and discuss male and female sexual anatomy.
- Discuss current types of intimate relationship and factors.
- Recognize characteristics common to lasting and satisfying love relationships.
- Discuss the problems of violence and abuse in intimate relationships.
- Analyze the effects of the media on sexual attitudes and behaviors.

### **Module 8 – Health Consumerism and Advocacy (Dr. Michael Stellefson)**

Upon successful completion of this module, the student will be able to:

- Understand what factors to consider when making health care decisions.
- Describe the US health care system in terms of types of insurance.

- Understand issues concerning cost, quality and access to health care services.
- Understand the role health insurers play in providing health care.
- Define complementary and alternative medicine.
- Understand how to evaluate testimonials and claims related to complementary and alternative products services, and practitioners to ensure that you are getting accurate information and safe treatment.
- Define advocacy.
- State the reasons that advocacy is important.

### **Module 9 –Environmental Health (Monica Webb)**

Upon successful completion of this module, the student will be able to:

- Explain the environmental impact associated with the current global population and its projected growth.
- Discuss the major causes of air pollution and the global consequences of the accumulation of greenhouse gases and ozone depletion.
- Identify sources of water pollution and chemical contaminants often found in water.
- Distinguish municipal solid waste from hazardous waste.
- List strategies for reducing land pollution.
- Describe the physiological consequences of noise pollution.

### **Module 10 – Aging (Dr. Delores James)**

Upon successful completion of this module, the student will be able to:

- Describe the demographics of aging.
- Define “life expectancy” and “life span”
- Define “Baby Boomers” and describe their current and potential impact on American Society.
- Outline some of the myths and stereotypes about the elderly.
- State the factors that affect the health, quality of life, and longevity among the elderly.
- Outline the health promotion and disease prevention goals for the elderly.

### **Module 11 – Injury Prevention, Safety, and Violence Prevention (Dr. Virginia Dodd)**

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

- Define injury and describe the concepts of intentionality and mechanism as they relate to injury.
- Discuss the importance of injuries as a major public health problem.
- Identify the nature and magnitude of major unintentional injuries across the lifespan.
- Describe the major risk and protective factors of specific unintentional injuries.
- Explain how injuries are preventable.
- Explain the continuum of injury prevention, from primary prevention to acute care and rehabilitation.

- Describe levels where injury prevention activities can be focused (e.g. individual, community, public policy).
- Describe how education/behavior change, legislation/enforcement, and technology/engineering work together to prevent injuries.

### **Module 12 –Tobacco and Other Drugs**

Upon successful completion of this module, the student will be able to:

- List and discuss the reasons why people initiate tobacco use and why they continue to use it.
- Explain the short- and long-term health consequences associated with tobacco use.
- Describe the social costs of tobacco and list actions that have been taken to combat smoking in the public and private sectors.
- Define and discuss the concepts of addictive behavior, substance abuse, and substance dependence.
- Explain factors contributing to drug use and dependence.
- List the major categories of psychoactive drugs and describe their harmful effects and potential for misuse and abuse.
- Discuss the social issues related to psychoactive drug use and its prevention and treatment.

### **Module 13 – Mental Health**

Upon successful completion of this module, the student will be able to:

- Define Mental Health.
- Discuss common characteristics shared by people with good mental health.
- Describe how psychosocial and environmental factors affect mental health.
- Identify common mental health problems and discuss their causes and risk factors.
- Name various types of health professionals and describe the methods they use in treating common mental health problems.
- Demonstrate strategies to enhance mental health.

**Required Readings:** Students are responsible for the interpretations of any and all assigned readings. Not all reading materials will be covered in the course lectures. Read carefully and critically. Pay close attention to main headings, and study keywords, tables, and figures.

**Class Format:** A combination of online lectures, activities, and assigned readings will be used to cover the course content.

**Course Conduct (What is Expected of You):** Students need to be aware that online learning can present significant challenges, particularly to individuals who are not ‘self-starters’ or those who do not possess good time management skills. The online classroom is available to you 24 hours a day. Unlike traditional instructional settings in which each student gets the same class, the online setting means that every student gets a different class, the class of his or her choosing. In theory, this type of instruction should be more adaptable to a variety of learning styles. The reality is, however, that some students seem unwilling (we believe all are able) to create their own virtual classroom. This results in

procrastination and low quality performance. Recognizing that everyone learns differently, I'm not going to prescribe the 'best way' to approach the course. You should note, however, that this course is not self-paced. You are expected to adhere to the class calendar. **Assignments are due by 11:55 P.M. on the date specified on the syllabus. Assignments will not be accepted late.** I do recognize that personal circumstances arise that may interfere with the student's ability to meet a deadline. If these things do occur, let the course coordinator or a course instructor know as soon as you know. **I will not be receptive to retrospective requests for extensions.** Your emails will be responded to within 24 business hours (typically sooner). Anytime you have a question or problem, email or text the course instructor immediately.

**Extra credit will not be given. Please do not ask the instructor to provide opportunities for extra credit.**

**Academic Honesty:** "The University of Florida requires all members of its community to be honest in all their endeavors. Students are required to commit themselves to academic honesty by signing a prescribed basic statement, including the *Student Honor Code*, as part of the registration process. "As a member of the UF community, students pledge on their honor to neither give nor receive unauthorized aid while working or completing assignments and examinations. "Any individual who becomes aware of a violation of the Student Honor Code is bound by honor to take corrective action." Violations of the UF Academic Honesty Guidelines will not be tolerated and violators will be treated in accordance with the UF Student Honor Code.

**Assignments:** Students are expected to do their best work. **Assignments are due by 11:55 P.M. on the assigned date. No assignments will be accepted after the due date.** Students are advised to make back-up copies of all work and submit the work early to prevent technical problems.

**Testing, Exam Reviews, and Grade Appeal Policy:** Three exams are given on-campus during the assigned testing dates. These testing sessions are the only face to face requirements for the course. No make-up exams are given unless arrangements have been made prior to the exam day. Students who arrive after the first person completes his/her exam will not be allowed to sit for that examination. It is your responsibility to review your grade on each exam, quiz, exercise activity, etc. when they are posted. **After grades are posted online, students have one week to appeal the grade. After one week, a grade will not be changed. No exceptions.**

**Commercial Sale of Course Lectures:** The content presented in the class is the property of UF and may not be duplicated in any format without permission from the College of Health and Human Performance and UF, and may not be used for any commercial purposes. Students violating this policy may be subject to disciplinary action under the UF Conduct Code.

**Special Accommodations:** Students requesting specific classroom accommodations must provide the instructor with an accommodation letter from the Disability Resource Center (Dean of Students Office) by the end of the second week of classes verifying their eligibility and specifying their level of support. Students experiencing difficulty with the course readings, lectures, assignments, or examinations are encouraged to talk with the instructor.

**Testing Classroom Etiquette:** To minimize disruptions on testing dates, students are asked to arrive to class a few minutes early so that we can start on time. I recommend that you arrive to class 10 minutes early on the day of exams. Turn off cell phones and pagers before entering the classroom. Students are

expected to be courteous and civil to others at all times. While university policy does not allow eating or drinking in any classroom, drinking bottled water is permissible.

**Course Requirements and Grades:** Grades will be determined based on performance on the following activities:

- A. Three Examinations (300 points): The three exams will cover material presented in the course lectures, and readings posted on E-Learning. No make-up tests are given unless arrangements have been made prior to the test day. Students who arrive after the first person completes their quiz or exam will not be allowed to sit for that examination.
- B. Written Journal (55 points) - Each student will be maintain a Personal and Family Health Journal and will make weekly/module entries into the journal. Each entry is worth 5 points (x11 entries).
- C. Module Quiz (91 points) – Each module (x13) has a graded quiz posted at the completion of the module. Each quiz is worth 7 points.
- D. Module Activity (30 points) – Modules 3 and 4 have graded activities that accompany each module. Each activity is worth 15 points.

Total Points = 476

**Course Grading Scale:**

Grade	Points
A	441-476
A-	426-440
B+	412-425
B	398-411
B-	379-397
C+	365-378
C	350-364
C-	331-349
D+	317-330
D	303-316
D-	284-302
F	Below 284

**Tentative Course Schedule:**

Week	Dates	Module #	Activities	Due Date	Points Possible
1	Jan 9-Jan 13	Intro	View the course introduction video by Dr. Chaney		
			View the LSS tutorial video		
			<b>Complete the contract agreement (This can be found under the quiz heading. Note that this is not a graded assignment.)</b>	<b>Jan 13</b>	<b>0</b>
2	Jan 16- Jan 20	1	View the module 1 intro video		
			Complete the values clarification activity (rank order healthy to least healthy)		
			View the module 1 videos (print the PPT slides off		

			in advance)		
			<b>Complete the module 1 quiz on Health, Health Ed, and Health Promotion</b>	<b>Jan 20</b>	<b>7</b>
			<b>Complete your module 1 journal entry</b>	<b>Jan 20</b>	<b>5</b>
3	Jan 23-Jan 27	2	View the module 2 videos (print the PPT slides off in advance)		
			<b>Complete the module 2 quiz on Health Behavior Theory</b>	<b>Jan 27</b>	<b>7</b>
			<b>Complete your module 2 journal entry</b>	<b>Jan 27</b>	<b>5</b>
4	Jan 30-Feb 3	3	Begin Module 3 Activity	Jan 27	
			View Dr. James' Intro to Module 3 Video		
			Print, read, and study Dr. James PPT on Living in a Diverse World		
			<b>Complete the module 3 quiz on Diversity</b>	<b>Feb 3</b>	<b>7</b>
			<b>Module 3 Interview Activity is due</b>	<b>Feb 3</b>	<b>15</b>
5	Feb 6- Feb 10	4	Begin the activity for Module 4 (it takes 3 days to complete)	Feb 3	
			View Dr. James' Intro to Module 4 Video		
			Print, read, and study the 3 Dr. James PPT files on Nutrition		
			<b>Complete the module 4 quiz on Nutrition</b>	<b>Feb 10</b>	<b>7</b>
			<b>Module 4 My Pyramid Activity is Due</b>	<b>Feb 10</b>	<b>15</b>
6	Feb 13 – Feb 17	5	View Dr. Chaney's Introduction to Module 5		
			View the presentations on Fitness and Body Image		
			<b>Complete the Module 5 quiz on Fitness and Body Image</b>	<b>Feb 17</b>	<b>7</b>
			<b>Complete the module 5 journal entry</b>	<b>Feb 17</b>	<b>5</b>
7	Feb 20-Feb 24	<b>EXAM</b>	<b>EXAM 1 (Covers material from Modules 1-5) (Location TBA) You can attend either testing session.</b>	<b>Feb 20 @ TBA pm OR Feb 21 @ TBA pm</b>	<b>100</b>
		6	View the module 6 videos (print the PPT slides off in advance)		
			<b>Complete the module 6 quiz on Alcohol</b>	<b>Feb 24</b>	<b>7</b>
			<b>Complete your module 6 journal entry</b>	<b>Feb 24</b>	<b>5</b>
8	Feb 27 – Mar 2	7	View the module 7 videos (print the PPT slides off in advance)		
			<b>Complete the module 7 quiz on Relationships and Sexuality</b>	<b>Mar 2</b>	<b>7</b>
			<b>Complete your module 7 journal entry</b>	<b>Mar 2</b>	<b>5</b>
	Mar 5-Mar 9		<b>Spring Break</b>		
9	Mar 12-Mar 16	8	View the module 8 videos (print the PPT slides off in advance)		
			<b>Complete the module 8 quiz on Health Care &amp; Consumerism</b>	<b>Mar 16</b>	<b>7</b>
			<b>Complete your module 8 journal entry</b>	<b>Mar 16</b>	<b>5</b>
10	Mar 19 – Mar 23	9	View the module 9 videos (print the PPT slides off in advance)		
			<b>Complete the module 9 quiz on Environmental Health</b>	<b>Mar 23</b>	<b>7</b>
			<b>Complete your module 9 journal entry</b>	<b>Mar 23</b>	<b>5</b>
11	Mar 26 – Mar 30	10	View Dr. James' Intro to Module 10 Video		

			Print, read, and study Dr. James PPT on Aging		
			<b>Complete the module 10 quiz on Aging</b>	<b>Mar 30</b>	<b>7</b>
			<b>Complete your module 10 journal entry</b>	<b>Mar 30</b>	<b>5</b>
12	Apr 2 – Apr 6	<b>EXAM</b>	<b>Exam 2 (Covers material from Modules 6-10) (Location TBA) You can attend either testing session.</b>	<b>Apr 2 @ TBA OR Apr 3 @ TBA</b>	<b>100</b>
		11	View Dr. Dodd’s Intro to Module 11 Video		
			View the module 11 videos (print the PPT slides off in advance)		
			<b>Complete the module 11 quiz on Injury Prevention</b>	<b>Apr 6</b>	<b>7</b>
			<b>Complete your module 11 journal entry</b>	<b>Apr 6</b>	<b>5</b>
13	Apr 9- Apr 13	12	View the Intro to Module 12 Video		
			View the module 12 videos (print the PPT slides off in advance)		
			<b>Complete the module 12 quiz on Tobacco and other drugs</b>	<b>Apr 13</b>	<b>7</b>
			<b>Complete your module 12 journal entry</b>	<b>Apr 13</b>	<b>5</b>
14	Apr 16 – Apr 20	13	View the Intro to Module 13 Video		
			View the module 13 videos (print the PPT slides off in advance)		
			<b>Complete the module 13 quiz on mental health</b>	<b>Apr 20</b>	<b>7</b>
			<b>Complete your module 13 journal entry</b>	<b>Apr 20</b>	<b>5</b>
			View the module 14 videos (print the PPT slides off in advance)		
			<b>Complete the module 14 quiz on chronic and infectious disease</b>	<b>Dec 2</b>	<b>7</b>
			<b>Complete your module 14 journal entry</b>	<b>Dec 2</b>	<b>5</b>
NA	Apr 23 – Apr 24	<b>EXAM</b>	<b>Exam 3 (Covers material from Modules 11-13) (Location TBA) You can attend either testing session.</b>	<b>Apr 23 @ TBA OR Apr 24 @ TBA</b>	<b>100</b>

**UF Grading Policies:** Information on current UF grading policies for assigning grade points can be found at <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>.

**Course Assistance:** If you have questions about course expectations or the grading procedures, or if you have difficulty with the course content, the readings, the lectures, the class activities, or the assignments, please see a course instructor immediately. Don’t wait until it’s too late.

### Commonly Asked Questions:

#### 1. How do you contact the instructor?

You can contact Dr. Sneed-Murphy via UF email (murphysm@hhp.ufl.edu) or phone at 352-294-1812. I am usually connected to my UF email so that may be the best way to get a timely and clear response.

#### 2. Do we need to watch the videos?

YES, you need to watch the videos. There are some quiz questions and definitely will be test questions taken straight from the videos that may or may not be mentioned on the PPT. Based on many of the quiz questions that I have been asked, I can tell many students aren’t watching the videos. You will need to do this to do well. The exceptions to this rule are with Modules 3, 4, and 10 where there are not any

videos to view. We didn't do videos because of the length of those PPTs. Therefore, you are expected to study those PPT files independently, but don't hesitate to write me with questions.

### **3. How do modules work?**

Once you have completed the how to use e-learning module and quiz, the first module will be unlocked. You can then complete Modules 1-5 sooner than the timeline on the syllabus. However, note that all quizzes, activities, and journal entries must be completed by the date listed on the syllabus (they can be completed sooner). Module 6 will be unlocked on Feb. 19 and then students can progress through Module 10 in the same manner as the first third of the course. Module 11 will be unlocked on Mar. 31 and then students can progress through Module 13.

### **4. Why are we only allotted 7 minutes per quiz?**

The goal of the quizzes is for you to be able to answer the questions without looking up the responses. That is why we budget you to 1 minute per question. You can use your materials if you want, but make sure your notes are well-organized prior to beginning the quiz and the time will probably prevent you from looking up every question.

### **5. What do you expect regarding the journal entries?**

The journal entries are typically reflective in nature. I typically ask you to reflect on a lecture, activity, or popular culture as it pertains to the module subject matter. I would expect anywhere from approximately a paragraph to a half page entry for each journal entry. Your responses are typically subjective in nature, so there isn't a right or wrong. When grading these, I look for two main things, (1) to see if you did put some thought into the response, and (2) that you do reflect on something learned from the module. I will send out a sample of a good module 1 journal entry once the module 1 journal entries are complete.

### **6. What will exams look like?**

Exams are multiple choice and matching (50-80 questions). You will have 1.5 hours to complete each exam. The questions will be similar to the quiz questions. Exam 1 will cover information from Modules 1-5. Exam 2 will cover information from Modules 6-10. Exam 2 will cover information from Modules 11-13.

### **7. Will you provide a study guide for the exams?**

No, I am not going to provide a study guide. However, I will provide you the specifics such as number of questions per module, the total number of questions on the exam (somewhere between 50-80). You will have 1.5 hours to take it. Please note that questions will come from the lectures and not just the PPT files (modules 3, 4, and 10 are the only exception to this rule).