

**Oakland University**  
**Health in Personal and Occupational Environments**  
**HS 2000 (Formerly HS201) (CRN 10336)**  
**Winter 2018**  
**Terry Dibble, Special Lecturer**

**Meet the Instructor**

My professional career expands the health and fitness field. I have worked in Cardiac Rehabilitation, Corporate Wellness, and Physical Rehabilitation. I am on the faculty at Oakland University as a Special Lecturer in which I teach in the Exercise Science, Wellness and Health Promotion, and Health Science programs. My formal education includes: MS in Exercise Science, BS in Public Administration, Minor in Physical Education, concentration in Health Behavior Sciences from Oakland University. I am a Registered Clinical Exercise Physiologist through the American College of Sports Medicine. I am currently enrolled in the Masters in Health Behavior Psychology at Oakland University.

Other Interest: I enjoy biking and activities with my wife and kids.

Please contact me using the QUICK EMAIL function in Moodle. You can access course email by logging into Moodle and then clicking on QUICK EMAIL, located on the top of the course home page. If Moodle is not available and you need some other way to contact me, you can use my personal email at [dibble@oakland.edu](mailto:dibble@oakland.edu).

Office Hours: Monday/Wednesday 1:00-3:00pm  
Tuesday/Thursday 10:00am-12:30pm  
By appointment

**Course (Catalog) Description:** Current information about the impact of environmental and lifestyle factors on health. Examination of issues related to human exposure to physical, chemical, and biological stresses. The impact of exercise, weight control, substance abuse, nutrition, and stress management on a person's ability to cope with environmental stresses will be analyzed. *This class satisfies the General Education requirement in the Natural Science and Technology category.*

**Course Prerequisites/co-requisites:** None.

**Course Objectives (the required General Education Learning Outcomes and cross-cutting capacities are in bold italics):**

After completion of this course students will:

- Understand the role of lifestyle choices in the prevention of disease and the promotion of well-being (see the detailed course objectives on pages 6-12 of this syllabus).
- Understand the impact of environmental stresses on health.
- Understand how to integrate personal wellness choices into everyday life.
- ***Demonstrate knowledge of major concepts in natural science or technology***, particularly the inter-related disciplines of the health sciences ***including***: the

relationships between lifestyle choices and well-being; and, the impact of human exposure to physical, chemical, and biological stresses on health through classroom discussion; and, the **developing and testing of hypotheses**; procedures for data collection and analysis; **drawing conclusions** from the results; **and reporting of findings through** 4 interactive **laboratory experiences** examining physical fitness & obesity, cardiovascular disease, use/abuse of alcohol, and unintentional injury.

- **Demonstrate how to evaluate sources of information in health science or technology** by guided discovery of the differences between information of differing quality from refereed and non-refereed sources, scholarly and public.
- **Demonstrate how practical knowledge, skills and strategies in a field outside of the student's major can be evaluated and applied to solve problems across a range of health promotion and disease prevention applications.**
- **Demonstrate knowledge of the personal, professional, ethical, and societal implications of these health promotion and disease prevention applications.**
- Via the above objectives, **develop and enhance the cross-cutting capacities of information literacy and critical thinking skills** (become a critical consumer and user of the informed literature in presenting laboratory results, conclusions, and the evaluation and discussion of the relevance of findings); and, **develop effective communication skills** in laboratory report submissions.
- **Required Text and Supporting Course Material:**
  - Access to Health, DONATELLE, Rebecca, 15TH edition, Publisher: PEARSON
  - Oakland University's e-Learning software Moodle.
  - Students do need to purchase the on line access materials.

Moodle is Oakland University's learning management system. You will use Moodle to participate in online activities and to progress through the course. You can access Moodle at <http://moodle.oakland.edu> – login there with your university supplied NETID username and password.

**Meeting Dates and Times:** This is an asynchronous class. There are no face to face or web-based meetings required.

**Asynchronous Online Learning Activities:** In an online course, you are expected to participate in asynchronous activities, such as online discussions, web assignments, or quizzes. These are activities which don't require the entire class to "meet" in the traditional sense – instead, you are expected to participate anytime within a specific window of time. For instance, you may be expected to contribute to an online discussion once or twice a week.

For information about specific asynchronous activities, please login to Moodle, or refer to the schedule at the end of this syllabus.

**Penalties for late submission of work:** Assignments will be penalized 10% per day late when submitted after due dates.

**Technical Skills Required:** Students enrolled this course are expected to have a moderate level of computer proficiency. You should be comfortable doing all of the following:

- Using your chosen computer operating system and a web browser
- Following online directions for using a new program
- Typing at least 20 words a minute
- Troubleshooting basic computer problems

Working through problems you can't resolve on your own with remote support technicians.

**Required Technology:** In order to fully participate in this course you will need:

- An internet connected computer a web browser installed. *Use of smartphones and tablets is not recommended.*

In the event that your computer crashes or internet goes down, it is recommended to have a backup plan to be able to log in from another computer or another location as needed.

**Technical Assistance:** If you have general questions about the course (such as due dates, content, etc.), please contact the instructor using any of the contact methods described in the instructor section at the beginning of this document. For technical issues that you cannot resolve on your own, please contact the E-Learning and Instructional Support office:

- Phone : (248) 805-1625
- Submit a help ticket : <http://www2.oakland.edu/elis/help.cfm?lms=2>

If you have any trouble accessing any of the content in this course, please contact the instructor.

### **Student and Teacher Expectations:**

Students are expected to:

- Complete all reading assignments before each class
- Ensure that their computer is compatible with Moodle.
- Login to Moodle 3-5 times a week; daily login is highly recommended.
- Follow the calendar of events and complete all assignments by their deadline
- Respond to emails within 2 days
- Participate in a thoughtful manner
- Respect rules of netiquette
  - Respect your peers and their privacy
  - Use constructive criticism
  - Refrain from engaging in inflammatory comments.

The teacher is expected to:

- Login to the course every week
- Moderate conversations in forums
- Respond to forum postings and email within 1 week
- Grade assignments within 7 days of the assignment deadline

The course materials are designed to be covered topic by topic during the semester. You will find your reading materials and assignments for each Topic in the Table of Contents under the COURSE MATERIAL icon. The instructor reserves the right to make minor changes to this schedule.

**Discussion Forum:** Every topic you will have at least two submissions to make to the Discussion Forum. The deadline for the initial submission is Thursday of that Topic. In addition, you are asked to comment on at least one other student's submission to the Discussion Forum each topic. This comment is intended to reflect your thoughtful evaluation of the original submission. You may agree with, or disagree with the original submission but if you assert that there are factual or logical errors in the original submission you must support them by reference to your textbook or other expert sources. In your comment, feel free to supplement the original submission with examples from your own experience. The deadline for this comment is Sunday at midnight of that Topic. All students in the course are expected to read all submissions to the Discussion Forum.

**Assignments and Quizzes:** Every topic you will have assigned activities to report on, and/or written assignments to submit. Every topic you will have a short multiple choice quiz. You will be allowed to take the quizzes as many times as you wish. The deadline for submission of the Topic assignment and/or written project, and the Quiz is 11:55 pm (just before midnight) at the end of that topic. Activity reports and written assignments are submitted directly to the instructor by way of Moodle. Do not submit these materials to the Discussion Forum. The instructor will evaluate these submissions and send them back to you with comments and/or a grade. Topic quizzes are taken on-line. You must complete the topic Quiz by 11:55 pm.

**Labs:** During the semester you will complete four laboratory assignments. Each assignment involves the student doing literature reviews and behavior change and then writing up a laboratory report for submission by course email. Instructions for the labs will be available on Moodle.

**Grading:** Students will be graded based on the following assessments.

1. There will be 4 laboratory reports (400 points of final grade) Required
2. 12 quizzes (112 points of final grade). Optional. Found in MyLab Link except for the Syllabus quiz.
3. 4 Dynamic Study Modules (DSM) (160 points). Required. Found in MyLab Link
4. Weekly participation in the Discussion Forum for the first 6 weeks of the course (180 points of the final grade). Required
5. 5 weekly written assignments (100 points of the final grade). Optional.
6. One final examination (100 points of final grade). Required.

Your final grade will be based on a total number of points for the semester. **There will be a minimum of 1057 points available. In order to get a 4.0 you must earn between 912-970 points of the 1057 available. Failure to complete any of the mandatory class assignments may result in a failing grade for the course.**

The mandatory work includes 4 laboratory reports (400 points), 6 discussions (180 points), DSM (160 Points) and one final examination (100 points) in HS 201 this semester. In addition, there will be 12 quizzes (112 points) and 5 written assignments (100 points). These assignments are optional but will help you to reach your goal.

So in order to get a 4.0 you must complete the mandatory assignments and a combination of points from the quizzes and the written assignments. It is your choice how you earn the optional points. This grade format allows the student the freedom to choose how they earn their points for the semester. It also requires the student a higher level of responsibility to ensure they complete the assignments on time.

The quizzes will be available all semester excluding the syllabus question, which is due the first week. The writing assignments will only be available a limited time. If you miss the open period, you will not be allowed to make up the writing assignment.

**Laboratory Reports:** There are 4 laboratories to be completed this semester. Each laboratory experience requires a typed report, worth 400 points of the final grade. Your laboratory report (Lab Submission Form found on the course website), itself, is intended to be a summary of the purpose, methods, results, of the laboratory. In addition, you are expected to draw conclusions about the hypothesis tested, and discuss these conclusions in light of the informed literature on this topic. To this end you are strongly encouraged to search the informed literature for relevant articles on the topics of the laboratories and bring this information into your report. Doing this early in the semester will facilitate excellent laboratory reports.

The laboratory reports will be evaluated on: a) your understanding of the health science concept being tested; b) evidence of information literacy through being a critical consumer and user of the informed literature in presenting laboratory results; c) evidence of critical thinking skills through appropriate drawing of conclusions, and the evaluation and discussion of the relevance of findings; and, d) evidence of effective communication skills in laboratory report submissions.

**Final Examination\*:** The final examination is worth 100 points of your final grade. It is a comprehensive examination, covering all course readings, Moodle, and laboratories. The final examination questions will be multiple choice and true:false in nature. Final examination questions are not drawn from the quizzes but will be a unique set of questions examining the content of the entire course. **The final examination is to begin on Tuesday April 17<sup>th</sup> at 12:01 am until Sunday April 22<sup>nd</sup> at 11:55 pm and will be completed on line. It will be open for six days. You will have 2 hours to complete the exam. Once you start the exam you must finish it.**

- ✂ **\*Please note:** All quiz and final examination questions will focus on: a) knowledge of major concepts in health science or technology; b) how practical knowledge, skills and strategies from health sciences can be evaluated and applied to solve problems across a range of health promotion and disease prevention applications; and c) knowledge of the personal, professional, ethical, and societal implications of these health promotion and disease prevention applications.

**Grading Scale:**

<b>A</b>	100%	4.0	<b>B</b>	89%	3.8	<b>C</b>	79%	3.1	<b>D</b>	69%	2.1
	99%	4.0		88%	3.8		78%	3.0		68%	2.0
	98%	4.0		87%	3.7		77%	2.9		67%	1.9
	97%	4.0		86%	3.7		76%	2.9		66%	1.8
	96%	4.0		85%	3.6		75%	2.8		65%	1.7
	95%	4.0		84%	3.5		74%	2.7		64%	1.7
	94%	4.0		83%	3.4		73%	2.6		63%	1.5
	93%	3.9		82%	3.3		72%	2.5		62%	1.4
	92%	3.9		81%	3.2		71%	2.3		61%	1.3
	91%	3.9		80%	3.1		70%	2.2		60%	1.0
	90%	3.8									
									<b>F</b>	≤59%	0.0

**Academic Conduct Policy:** Cheating on examinations, plagiarism, falsifying reports/records, and unauthorized collaboration are considered serious breaches of academic conduct. The Oakland University policy on academic conduct will be strictly followed with no exceptions. For more information visit the Oakland University home page and search for Academic Conduct Policy.

**Add/Drop:** The University add/drop policy will be explicitly followed. It is the student's responsibility to be aware of the University deadline dates for dropping the course.

**Special Considerations:** Students with disabilities who may require special considerations should contact OU's Disability Support Services office. They should also contact the instructor as soon as possible so any required arrangements can be made.

***COURSE SCHEDULE-Initial Discussions are due on Thursday, response to classmates due by Sunday.***

**Topic 1 – January 3<sup>rd</sup>-January 7<sup>th</sup>****Reading Assignments:**

- Read all the Moodle notes in Topic 1 of HS 201. Make sure that you open every link within each of these Moodle notes and study the materials at these links. You will find information on the scientific method, the nature of hypotheses and experiments, searching and reading the "informed literature," effective writing, and plagiarism.

**Activities:**

- Syllabus Quiz 1 due January 7<sup>th</sup>
- Participate in forum – Introduce yourself (Moodle) – Due January 4<sup>th</sup>. Respond to classmate posting-Due January 7<sup>th</sup>

## **Topic 2 – January 8<sup>th</sup>-January 14<sup>th</sup>**

### **Reading Assignment**

- Read all the Moodle note documents online for Topic 2. Read Chapters 1 and 3 of Access to Health by Donatelle.

### **LEARNING OBJECTIVES:**

- Describe the six dimensions of wellness and a wellness lifestyle
- Identify the major goals of the national Healthy People initiative
- Explain the importance of personal decision making and behavior change in achieving a wellness lifestyle
- Create a behavior management plan to change a health-related behavior
- Describe the influence of gender, socioeconomic status, ethnicity, and age on health
- Discuss the available sources of health information and how to think critically about them
- Explain what stress is and how people react to it physically, emotionally, and behaviorally
- Describe the relationship between stress and disease
- Describe the relationship between personality types and stress
- Identify common sources of stress
- Describe techniques for preventing and managing stress
- Prepare a step-by-step plan for successfully managing stress

### **Activities:**

- Participate in forum – Time Management (Moodle) – Due January 11<sup>th</sup>. Respond to classmate by January 14<sup>th</sup>

## **Topic 3- January 15<sup>th</sup>-January 21<sup>st</sup>**

### **Reading Assignments:**

- Read all the Moodle note documents online for Topic 3. Read Chapter 7 – Eating for a Healthier You.

### **LEARNING OBJECTIVES:**

- List essential nutrients and describe the functions they perform in the body
- List the necessary vitamins and minerals in our diet and explain their role in the body
- Describe the Dietary Reference Intakes, Food Guide Pyramid, and Dietary Guidelines for Americans
- Discuss nutritional guidelines for vegetarians and for special population groups
- Explain how to use food labels to make informed choices about foods
- Put together a personal nutrition plan based on affordable, enjoyable foods that will promote wellness now and in the future.

### **Activities:**

- Hypothesis testing forum-Due January 18<sup>th</sup>. Respond to classmate posting-Due January 21<sup>st</sup>.

#### **Topic 4- January 22<sup>nd</sup>-January 28<sup>th</sup>**

##### **Reading Assignments:**

- Read the Moodle note documents online in Topic 4. Read Chapter 8 in Access to Health by Donatelle.

##### **LEARNING OBJECTIVES:**

- After studying Chapter 8, you should be able to:
- Explain the health risks associated with obesity
- Describe different methods for assessing body weight and body composition
- Explain factors that may contribute to a weight problem, including genetic, environmental, and personal considerations
- Describe lifestyle factors that contribute to weight gain and loss, including the role of diet, exercise, and emotional factors
- Identify and describe the symptoms of eating disorders and the health risks associated with them
- Design a personal plan for successfully managing body weight

##### **Activities**

- Submit Lab 1 Due January 28<sup>th</sup>.
- Participate in Forum-Food tracking-Due January 25<sup>th</sup>. Respond to classmates posting by January 28<sup>th</sup>.

#### **Topic 5- January 29<sup>th</sup>-February 4<sup>th</sup>**

##### **Reading Assignments:**

Read the Moodle note documents online for Topic 5. Read chapter 9 in Access to Health by Donatelle

##### **LEARNING OBJECTIVES:**

- Define physical fitness and list the health-related components of fitness
- Explain the wellness benefits of physical activity and exercise
- Discuss the social, emotional, psychological, mental, and physiological benefits of exercise

##### **Activities:**

- Participate in Forum-Barriers to Exercise-Due February 1<sup>st</sup>. Respond to classmates posting by February 4<sup>th</sup>.

#### **Topic 6- February 5<sup>th</sup>-February 11<sup>th</sup>**

##### **Reading Assignments**

- Read the Moodle note documents online for Topic 6. Read Chapter 15 of Access to Health by Donatelle.

##### **LEARNING OBJECTIVES:**

- List the major components of the cardiovascular system and describe how blood is pumped and circulated throughout the body
- Describe the controllable and uncontrollable risk factors associated with cardiovascular disease
- Discuss the major forms of cardiovascular disease and how they develop
- List steps that can be taken to lower risk of developing cardiovascular disease



**Activities:**

- Participate in Forum-Fad Diets-Due February 8<sup>th</sup>. Respond to classmates posting by February 11<sup>th</sup>.

**Topic 7- February 12<sup>th</sup>-February 18<sup>th</sup>**

**Reading Assignments:**

Read the Moodle note documents online for Topic 7. Read Chapter 16 of *Access to Health, Donatelle*

**LEARNING OBJECTIVES:**

- Explain what cancer is and how it spreads
- List and describe common cancers-their risk factors, signs and symptoms, treatments, and approaches to prevention
- Discuss some of the causes of cancer and how they can be avoided or minimized
- Describe how cancer can be detected, diagnosed, and treated
- List specific actions he or she can take to lower his or her risk of cancer

**Activities:**

- Participate in forum-Cancer Prevention- Due February 15<sup>th</sup>. Respond to classmates posting by February 18<sup>th</sup>.
- Submit Lab 2 Due February 18<sup>th</sup>.

**Topic 8-February 19<sup>th</sup>-25<sup>th</sup>**

WINTER BREAK NO ASSIGNMENTS. ENJOY YOUR TIME OFF.

**Topic 9- February 26<sup>th</sup>-March 4<sup>th</sup>**

**Reading Assignment**

- Read the Moodle note documents online for Topic 8. Read Chapter 20 of *Access to Health, Donatelle*

**LEARNING OBJECTIVES**

- Know the sources and effects of common air pollutants
- Know the concept of the destruction of the ozone layer
- Review greenhouse gases and global warming. Also know the various greenhouse gases and sources
- Understand the effects of pollution on surface and underground water systems
- Understand the classic environmental health concerns
- Review how environmental pollutants contribute to chronic diseases as well as to infectious diseases
- Review our water system and understand the purification process, water shortages, and how to protect our water supply
- What are waste products and why is solid waste an enormous disposal and contamination problem?
- What are polychlorinated biphenyls (PCB)
- What are Heavy metals

- What are the Strategies for reducing the amount of garbage generated?

**Activities**

- Complete the written assignment-Protecting the Environment-Due March 4<sup>nd</sup>.

**Topic 10- March 5<sup>th</sup>-March 11<sup>th</sup>**

**Reading Assignment**

- Read the Moodle note documents online for Topic 9. Read Chapter 10 of Access to Health, Donatelle

**LEARNING OBJECTIVES**

- Distinguish addictions from habits, and identify the signs of addiction.
- Discuss the addictive process, the physiology of addiction, the biopsychosocial model of addition, as well as codependence.
- Describe types of addictions.

**Activities**

- Complete the writing assignment-Avoiding Addiction, due March 11<sup>th</sup>

**Topic 11- March 12<sup>th</sup>-March 18<sup>th</sup>**

**Reading Assignment**

- Read the Moodle note documents online for Topic 10. Read Chapter 11 and 13 of Access to Health, Donatelle

**LEARNING OBJECTIVES**

- **ALCOHOL**
- Explain how alcohol is absorbed and metabolized in the body.
- Describe the immediate and long-term effects of drinking alcohol.
- Define alcohol abuse, binge drinking and alcoholism and discuss their effects on the drinker and others.
- Evaluate the role of alcohol in your life, and list strategies for using it responsibly.
- **DRUGS**
- 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 effects, methods of use, and potential for abuse and dependence.
- Discuss social issues related to psychoactive drug use and its prevention.
- Evaluate the role of drugs and other addictive behaviors in your life and identify your risk factors for abuse or dependence.

**Activities**

- Submit Lab 3 due March 18<sup>th</sup>.

**Topic 12- March 19<sup>th</sup>-March 25<sup>th</sup>**

**Reading Assignments**

- Read the Moodle note documents online for Topic 11. Read Chapter 18, 19, 19A of Access to Health, Donatelle

#### **LEARNING OBJECTIVES**

- Explain the self-care decision-making process and discuss options for self-treatment.
- Describe the basic premises, practices, and providers of conventional medicine.
- Describe the basic premises, practices, and providers of complementary and alternative medicine.
- Explain how to communicate effectively with health care providers and to use their input when evaluating different types of treatment.
- Identify factors that contribute to unintentional injuries.
- List the most common types of unintentional injuries and strategies for preventing them.
- Describe factors that contribute to violence and unintentional injuries.
- Discuss different forms of violence and means of protection from unintentional injuries.
- List strategies for helping others in an emergency situation.

#### **Activities**

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#### **Topic 13- March 26<sup>th</sup>-April 1<sup>st</sup>**

##### **Reading Assignment**

- Read the Moodle note documents online for Topic 12. Read Chapter 14 of Access to Health, Donatelle

#### **LEARNING OBJECTIVES**

- Describe the step-by-step process by which infectious diseases are transmitted.
- List the body's physical and chemical barriers to infection.
- Explain how the immune system responds to an invading microorganism.
- List the major types of pathogens and describe the common diseases they cause.
- Discuss steps you can take to prevent infections and strengthen your immune system.

#### **Activities**

- Complete the written assignment-Preventing Infectious Disease and STI's -Due April 2<sup>nd</sup>.

#### **Topic 14- April 2<sup>nd</sup> -April 8<sup>th</sup>**

##### **Reading Assignment**

- Read the Moodle note documents online for Topic 13. Read Chapter 12 of Access to Health, Donatelle

#### **LEARNING OBJECTIVES**

- List the reasons people start using tobacco and why they continue to use it.
- Explain the short-term and long-term health risks associated with tobacco use.
- Discuss the effects of environmental tobacco smoke on nonsmokers.
- Describe the social costs of tobacco and list actions that have been taken to combat smoking in the public and private sectors.
- Prepare plans to stop using tobacco and to avoid environmental tobacco smoke.

**Activities**

- Submit Lab 4 April 8<sup>th</sup>.
- Complete the Written assignment-Tobacco Use and Abuse.

**Topic 15- April 9<sup>th</sup>-April 15<sup>th</sup>**

**Reading Assignment**

- Read the Moodle note documents online for Topic 14. Read Chapter 17 and Diabetes section pages 482-492 of Access to Health, Donatelle

**LEARNING OBJECTIVES**

- Understand the disease characteristics, prevention strategies, and treatments for Diabetes
- Discuss key chronic respiratory diseases, bronchitis, emphysema, and asthma.
- Discuss the effects of various musculoskeletal diseases, including arthritis and low back pain.

**Activities**

- Prepare for final exam.

**Final Exam April 17<sup>th</sup>-April 22<sup>nd</sup>**

- Complete Final Exam Open Thursday April 17<sup>th</sup> at 12:01 am and closes Sunday April 22<sup>nd</sup> at 11:55pm.