

12/30/2017

**HS 2000: Health in Personal and Occupational Environments (HS 201)**  
**Winter 2018**  
4 Credits (CRN: 10288)

Oakland University  
School of Health Sciences

Room: 1050 Human Health Bldg  
Time/Day: Tuesday & Thursday 8:00-9:47am

Professor: Rosemarie Chirco D'Angelo, PhD                      Office: 3158 Human Health Bldg  
e-mail: [rdangelo@oakland.edu](mailto:rdangelo@oakland.edu)                      Office Phone: 248-364-8847  
Office Hours\*: 10:00-11:00 am Tues & Thurs (following class)  
\*walk-in, no appointment needed or by appointment

**Course description**

This course will cover current information about the impact of environmental and lifestyle factors on health. 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 course satisfies the general education requirement in the natural science and technology knowledge exploration area.*

**Required Course Materials**

**Text book:** Donatelle, R.J. (2018). *Access to health*, 15<sup>th</sup> Ed. San Francisco, CA: Pearson Education

Additional course material (including other required readings and assignments) will be available through Moodle ([moodle.oakland.edu](http://moodle.oakland.edu)), Oakland University's e-learning software, under Readings and Websites.

**iClickers:** iClickers are required. iClickers will be used as a tool to promote class discussion of topics, assess understanding of concepts, and to engage students in lectures. They will also be used to track attendance. iClicker 1, 2, can be used if you prefer a remotes or REEF is supported for this class if you prefer to use your phone or laptop.

To register your clickers, please go to <https://www1.iclicker.com/register-clicker/>

Please **use your full name**, as registered at OU (no nicknames). For the **Student ID, please use your OU e-mail** ([name@oakland.edu](mailto:name@oakland.edu)) when registering your i-clicker. This does mean you input your e-mail TWICE during the registration process.

If using Reef you need to go to <https://www.iclicker.com/> and create a student account and find our class site and register for it and download the web app.

## Course Objectives

### After completion of this course students will:

1. Understand the role of lifestyle choices in the prevention of disease and the promotion of well-being.
2. Understand the impact of environmental stresses on health.
3. Understand basic physiological and biological processes related to health and disease states.
4. Understand how to integrate personal wellness choices into everyday life.
5. **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 interactive laboratory experiences** examining physical fitness & obesity, cardiovascular disease, use/abuse of alcohol, and unintentional injury.
6. **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.
7. **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.**
8. **Demonstrate knowledge of the personal, professional, ethical, and societal implications of these health promotion and disease prevention applications.**

Via the above objectives, students will: **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.

## Communication and Office Hours

Email is the best way to contact me outside of class (rdangelo@oakland.edu). However, it may take me up to 48 hours to respond (longer during weekends). If you don't get a response within this time frame, please feel free to gently remind me or follow-up. Expectations for professional conduct extend into electronic communications with your professor. When emailing me please place 'HS 2000 and your name' in the subject line. All e-mail communication must adhere to the following guidelines: E-mails must contain a salutation (e.g., Hello or Dear Dr. D'Angelo), a grammatically correct and structurally sound group of sentences, a complementary closing (e.g., Sincerely, Best), followed by your name. I will also adhere to these guidelines for e-mails sent to individual students or to the class.

Remember, you are responsible for your own learning and it is better to contact me early for help to resolve any potential problems or confusion with the course material. Office hours are listed or can be setup by appointment. For specific concerns, particularly related to course content, it is best to meet with me in person. If you have any questions about your grades, you **MUST** schedule a meeting or come to office hours. I do not discuss grades over e-mail.

## **Course Procedures**

Class will primarily consist of lectures, discussions, and the incorporation of multi-media presentations. Students should take notes in class using the lecture notes posted on moodle and/or any handouts provided.

Readings associated with each class are listed in the Class Schedule. It is strongly recommended that students complete all assigned readings and take notes on the readings. Readings support course content and provide a different mode of communication of important course concepts.

Students are responsible for material presented in the lectures (including videos and activities) and in assigned readings. Students who miss class may come to office hours to review lecture slides, but are encouraged to seek help from classmates to make-up missed material.

## **Course Work and Grade Determination**

### **1. Class Attendance and Participation: 50 points (5% of final grade)**

Class attendance and participation will comprise 50 points of the course grade and will be tracked using i-Clickers. Students must properly register their i-Clickers through the i-Clickers website in order to receive credit (please see instructions on page 1 of the syllabus). Attendance points may also be given for participation in the in-class activities.

To receive credit for a class (2.5 points), students must be present and answer 75% of questions with their iClickers. If you do not then you will be assigned a zero for that session. The clicker may happen at any point in the class meeting. Students must attend a minimum of 20 lectures to receive 50 points for attendance/participation. Students are responsible for remembering their i-clickers and ensuring that they work for each and every class they attend. It is the responsibility of the student to follow along with their iclicker points on Moodle and bring it to my attention right away if there is any issue. "Make-ups" for missed lectures will not be given, regardless of the reason or whether students were present.

Bringing another student's i-Clickers to class and using it so they can get attendance credit for a class they did not attend will be considered academic misconduct for both students; at minimum, students will receive 0 attendance points for the course.

Students will be penalized 1 point each time they are caught participating in a non-class activity

- Sleeping, texting or using phone, and/or on social media websites

### **2. Behavior Modification Assignments: 200 points (20% of final grade)**

This course focuses on health behaviors and health risks. Students will apply course concepts to their own lives through a set of behavior change assignments. Behavior change assignments will occur in two steps, one building from the work on the other: First, students will choose ONE area of focus: Nutrition (food and eating behaviors), physical activity, or sleep. They will then **monitor** their current behaviors related to their chosen topic and create a SMART goal for behavior change. Second, they will implement this SMART goal and reflect on their experiences with goal implementation. Students will also use credible scientific literature in a discussion of the health effects of their chosen behavior. Students will turn in a total of 2 assignments, each worth 100 points. Further instructions for these assignments will be posted on Moodle and reviewed in class.

### **3. Health Science Research Reports: 200 points (20% of final grade)**

Another goal of this class is to provide students with a basic understanding of health science research and how to identify and use credible sources of information to health topics and problems. To apply this understanding and skill set, students will complete two health sciences research reports that will challenge them to 1) interpret a peer-reviewed, scientific research study, 2) identify and use credible sources of health research information, 3) participate in the collection and analysis of survey data, 4) apply knowledge of the scientific method (e.g. hypothesis formation and testing) to a health sciences question.

Students will complete a total of 2 research reports, each worth 90 points. As a component of the research reports, student will complete two additional activities, worth 10 points each. These activities need to be completed *prior* to the submission of the research reports and therefore have different due dates, as listed in the course outline. The Kresge Library Tutorial on Using and Citing sources (see links on Moodle) and completion of an anonymous, online survey will be due as part of the research reports. Further detail regarding health science research reports and instructions will be provided during class and posted on Moodle.

### **SUBMITTING ASSIGNMENTS AND REPORTS**

Behavior change assignments and research reports must be turned in via Moodle by 11:55pm on their due dates. **E-mailed assignments will not be accepted.** Assignments received after the deadline will be marked down 5 points per day late. Assignments received after the others have been graded will not be accepted.

Students are expected to do their own work on assignments and turn in their individually created assignment. This should go without saying, but students may not copy another student's work or assignment. Submitting another students' work in full or in part will be considered plagiarism and a breach of academic conduct and dealt with accordingly.

All assignments must be typed, using the framework and formatting guidelines provided in the assignment and as described here: **Documents MUST BE submitted as a Microsoft Office (.doc or .docx) OR a rich text file (.rtf).** Monitoring logs may be uploaded as either Microsoft documents or as pdfs. Mac Pages and other word processing files are not acceptable and will not be graded. Any files that cannot be opened due to incorrect file type will be given a late penalty pending submission of a correct file type. **It is the student's responsibility to ensure that the CORRECT document(s) is/are uploaded by the due date and time.** Incorrect or incomplete versions will be graded as uploaded, with no exceptions. Please verify that you have uploaded the correct document after you have uploaded it. You should double check that formatting has been preserved as well.

*A note on technology:* Technology is unreliable, particularly at the moment you need it most. **SAVE YOUR WORK FREQUENTLY AND IN MULTIPLE LOCATIONS** (e.g. on your computer, on a flash drive, or e-mail a back up). Plan ahead and submit your work in advance of the deadline. Assignments received late due to technological difficulties including (but not limited to) internet or server issues, crashed computers, or lost or corrupted documents will not be given exemptions from late penalties.

### **4. Moodle Quizzes or Additional Assignments: 50 points (5% of final grade)**

A 10-20 question quiz will be posted on Moodle every couple of chapters. The quiz will contain multiple choice and true/false questions that are relevant to the readings and lectures assigned. Students are recommended to take the quiz, after they have completed the weeks' required reading.

You are welcome to use your textbook and lecture notes as a resource when completing the quiz. You will have two quiz tries. Moodle will save your highest score of the two tries. The quizzes will be open for an allotted time, and make-up quizzes will not be permitted. Some of these points may be taken up by additional assignments to be determined at a later date.

**5. Exams 300 points: (30% of final grade)**

There are 2 exams, each worth 150 points. Exams are multiple choice. Exams will cover material presented in class and covered in the assigned readings. See the course schedule for exam dates.

**6. Final Examination: 200 points (20% of final grade)**

The final examination is a *cumulative* exam worth 200 points. Approximately 40% of the final will be new material; the remainder will be cumulative.

**EXAM PROCEDURES**

*Please review these carefully. These rules are important. They are in place to provide a consistent and fair procedure for the exams, to prevent potential academic dishonesty, and to ensure your professor (me) can effectively and efficiently grade the exams.*

- All students must use the Akindi form provided to you by your instructor for each exam. The form will have the course name and assessment name filled out already.
- Students must fill in their complete, 8-digit G# s and first and last name. *Points will be deducted if Scantrons are filled out incorrectly*, including failing to fill in circles completely or failing to identify their test form or version of the exam.
- Students should arrive on time for the exams; if late, they will not be allowed extra time. Students who arrive after the first exam has been turned in will not be allowed to take the exam without a penalty. The reason for being late will not change this policy.
- ***Students may not use anything during the exam***-no notes, calculators, phones, or other materials. If I see a phone out or being used (without my permission), I will likely give you a zero on the exam because I will assume you are cheating.
- **All requests for make-up exams must be made within 24 hours of the missed exam. You must contact me immediately following the missed exam to discuss the possibility of taking a make-up exam, supporting documentation may be requested such as a medical note. All students are only allowed one makeup exam.** The final exam will occur on the designated date. All students must take a final exam. There are no make-ups for the final exam.

**Grade Determination**

Grades are additive up to 1000 points: Students start the course with 0 points and work their way to a final score. To calculate your grade, add your scores for each grade component and find the corresponding grade point in the grading scale table below.

Grades for individual assignments and exams will be posted on Moodle, as will updates of attendance/participation. Please check your scores regularly to make sure there are no errors or omissions and notify me immediately if you see one. Please do not rely on Moodle to calculate your grade for you as it is frequently incorrect in reporting percentages and points due to reasons beyond my control.

Grade Component	Points (each)	Total points	Grade percentage
1. Attendance/Participation	2.5 pts	50 (max)	5%
2. Behavior Change Assignments	100	200	20%
3. Health Sciences Research Reports	100	200	20%
4. Quizzes on Moodle/Additional Assignments	5 (10 pts each)	50	5%
5. Exams	150	300	30%
6. Final exam	200	200	20%

\*\*\* Optional Extra Credit Points: There may be other optional extra credit assignments throughout the course of the semester. Please keep in mind that Moodle does not add this to your class total. All extra credit will be added onto your grade at the end of the course.

**The following grading scale will be used in this course:**

Grading scale:

<b>A</b>	100%	4.0	<b>B</b>	89%	3.5	<b>C</b>	79%	2.9	<b>D</b>	69%	1.9
	99%	4.0		88%	3.5		78%	2.8		68%	1.8
	98%	4.0		87%	3.4		77%	2.7		67%	1.7
	97%	3.9		86%	3.4		76%	2.6		66%	1.6
	96%	3.9		85%	3.3		75%	2.5		65%	1.5
	95%	3.8		84%	3.3		74%	2.4		64%	1.4
	94%	3.8		83%	3.2		73%	2.3		63%	1.3
	93%	3.7		82%	3.2		72%	2.2		62%	1.2
	92%	3.7		81%	3.1		71%	2.1		61%	1.1
	91%	3.6		80%	3.0		70%	2.0		60%	1.0
	90%	3.6									
									<b>F</b>	≤59%	0.0

**Incomplete Grade ("I" grade):** Students who, for reasons beyond their control (illness, bereavement, accident) are unable to complete the work in HS 2000 by the end of the semester may request an Incomplete grade from the professor. It is up to the discretion of Dr. D'Angelo whether or not an incomplete may be given. Both the student and the professor must come up with a plan for completion before an incomplete will be given. The student must complete all agreed upon work within one year to remove the incomplete for the record. According to Oakland's Academic Policies and Procedures, any incomplete grade after the one-year deadlines will be changed to a 0.0. Please refer to the Academic Policies and procedures for more information:  
[http://catalog.oakland.edu/content.php?catoid=11&navoid=483#Grading\\_System](http://catalog.oakland.edu/content.php?catoid=11&navoid=483#Grading_System)

**Expectations of Students**

Regular class attendance, taking notes during class, participating in class activities, and reading assigned readings are central to success in this class. Students are responsible for keeping up with the material both in and outside of the classroom. Students should expect to study for this class on a regular basis, not just immediately before an exam. Students are responsible for ensuring they are on time for class and exams, which includes accounting for weather, traffic, and parking. Finally, students are expected to do their own work on the research reports and behavior change assignments.

*Classroom etiquette:* Students are expected to arrive to class on time and to stay for the entire class period. Information and insight is delivered the entire time! Students are asked to respect the learning environment and refrain from distracting themselves, other students and me, your instructor. Disruptive students will be asked to leave. In addition, students are encouraged to avoid multi-tasking during class. There is a wide range of research that suggests you cannot pay attention to two things at once: If you are listening to headphones or watching a video, your attention is divided and you are contributing to your own lack of learning.

*Cell-phones:* Cell phones and pagers must be turned off or set to silent. Using phones in class to check Facebook, send texts, take pictures, watch videos, etc. will distract you. However, we may be using cell phones for certain in-class online activities.

*Laptops:* The use of laptops in class is allowed; however, please be respectful to students and the professor and use them ONLY for taking notes. Please do not distract yourself or others (people behind you can see your screen) by surfing the web, streaming videos, doing other course work, instant messaging, or any other non-class related activities.

By completing the research data collection and/or answering the questions on the research reports and assignments, it is understood that implied consent has been granted.

### **Academic and Professional Conduct Policies**

#### **Academic Conduct**

The Oakland University policy on academic conduct will be strictly followed with no exceptions:

*“All members of the academic community at Oakland University are expected to practice and uphold standards of academic integrity and honesty. Academic integrity means representing oneself and one’s work honestly. Misrepresentation is cheating since it means students are claiming credit for ideas or work not actually theirs and are thereby seeking a grade that is not actually earned. “*

As outlined in the University’s academic conduct policies, the following are two examples of academic dishonesty:

1. *Cheating:* “Cheating on examinations. This includes using materials such as books and/or notes when not authorized by the instructor, copying from someone else’s paper, helping someone else copy work, substituting another’s work as one’s own, theft of exam copies, or other forms of misconduct on exams.”
2. *Plagiarism:* “Plagiarizing the work of others. Plagiarism is using someone else’s work or ideas without giving that person credit; by doing this students are, in effect, claiming credit for someone else’s thinking. Whether students have read or heard the information used, they must document the source of information. When dealing with written sources, a clear distinction should be made between quotations (which reproduce information from the source word-for-word within quotation marks) and paraphrases (which digest the source of information and produce it in the student’s own words). Both direct quotations and paraphrases must be documented. Even if students rephrase, condense or select from another person’s work, the ideas are still the other person’s, and failure to give credit constitutes misrepresentation of the student’s actual work and plagiarism of another’s ideas. Buying a paper or using information from the World Wide Web or Internet without attribution and handing it in as one’s own work is plagiarism.”

Please see the Academic Conduct Policy in the Academic Policies and Procedures, for further details.

Breaches of academic conduct policy will not be tolerated. If a student is found guilty of academic misconduct and/or receives disciplinary action from the Dean of Students, he or she will receive, at minimum, a 0 for the assignments in question. At maximum he or she will receive a 0 for the course.

### Professional Conduct

The faculty of the School of Health Sciences believes that the conduct of a student registered or taking courses in the School should be consistent with that of a professional person. Courtesy, honesty, and respect should be shown by students toward faculty members, guest lecturers, administrative support staff, and fellow students. All students are expected to conduct themselves in a professional and respectful manner at all times. This includes during class and in personal and electronic communications with faculty and other students. Similarly, students should expect faculty to treat them fairly, showing respect for their ideas and opinions and striving to help them achieve maximum benefits from their experience in the School.

### **Adding/Dropping the course:**

“Courses may be dropped with full refund through the second week of a full semester and the first week of a half semester. Courses may be dropped without academic penalty through the ninth week in a full semester and the fifth week of a half semester. A “W” grade denoting withdrawal is recorded for courses dropped after the second week in full semesters and after the first week in half semester. Failure to drop a course on or before the appropriate drop deadline will result in the recording of a 0.0 grade on the student’s record. Courses of other lengths have specific refund and withdrawal dates which are available at oakland.edu/registrar.”

### **Excused Absence Policy:**

This policy for university excused absences applies to participation as an athlete, manager or student trainer in NCAA intercollegiate competitions, or participation as a representative of Oakland University at academic events and artistic performances approved by the Provost or designee. Students shall inform their instructors of dates they will miss class due to an excused absence prior to the date of that anticipated absence. For activities such as athletic competitions who schedules are known prior to the start of a term, students must provide their instructors during the first week of each term a written schedule showing days they expect to miss classes. For other university excused absences students must provide each instructor at the earliest possible time the dates that they will miss.

**Special Considerations:** Students with disabilities who may require special accommodations should make an appointment with campus Disability Support Services, 106 North Foundation Hall, phone 248 370-3266. Students should also bring their needs to the attention of the instructor as soon as possible by providing the “Letter of Accommodations” created by DSS. For academic help, such as study and reading skills, contact the Academic Skills/Tutoring Center, 103 North Foundation Hall, phone 248 370-4215.

### **Emergency Preparedness**

In the event of an emergency arising on campus, the instructor will notify you of actions that may be required to ensure your safety. It is the responsibility of each student to understand the evacuation and “lockdown” guidelines to follow when an emergency is declared. These simple steps

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are a good place to start: lock all doors, shut off all technology and lights, turn on cell phones and make them silent, and move away from all windows.

- OU uses an emergency notification system through text, email, and landline. These notifications include campus closures, evacuation, lockdowns and other emergencies. Register for these notifications at [oakland.edu/uts/emergency notification](http://oakland.edu/uts/emergency-notification)
- If an emergency arises on campus, call the OUPD at 248-370-3331. Save this number in your phone, and put it in an easy-to-find spot in your contacts.

**Time Schedule and Topical Outline:** The class schedule, below, indicates class dates, exam dates, specific topical material to be covered, and reading/homework assignments. The instructor reserves the right to make adjustments to this schedule and/or topical outline as necessary.

Date	Topics and Reading	Assignment and Due Dates for Quizzes
<u>Week 1</u> Thurs 1/4/2018	Introductions, review syllabus, and discuss navigating Moodle Defining health and wellness <i>Reading: course syllabus</i>	
<u>Week 2</u> Tues 1/9/2018	Health Determinants and risk factors Behavior Change and BC assignment #1 <i>Reading: Chapter 1, "Assessing your health"</i>	
Thurs 1/11/2018	Behavior Change continued Stress Part 1: Physiological and Health Effects <i>Reading: Chapter 3 "Managing stress and coping with life's challenges"</i> <i>Video: Stress - Portrait of a Killer</i> <a href="http://documentaryheaven.com/stress-portrait-of-a-killer/">http://documentaryheaven.com/stress-portrait-of-a-killer/</a>	
<u>Week 3</u> Tues 1/16/2018	Stress Part 2: Coping strategies & Stress management <i>Reading: Chapter 3</i> <i>Video: Stress - Portrait of a Killer Continued</i>	<b>iclicker attendance begins</b>
Thurs 1/18/2018	Sleep <i>Reading: Chapter 4 "Improving your Sleep"</i>	
<u>Week 4</u> Tues 1/23/2018	Sleep continued Health Science Research Part 1: Research Methods & Study Design <i>Reading: Articles are on Moodle</i>	<b>DUE: Survey for Research Assignment#1 complete by 11:55 pm</b> <i>(Link on Moodle)</i>
Thurs 1/25/2018	Research Part 2: Conducting research and Evidence-based practice <i>Reading: None (class notes)</i>	<b>DUE: Behavior Change Assignment #1 @ 11:55pm</b> <i>(Link on Moodle)</i>
<u>Week 5</u> Tues 1/30/2018	Health research & information literacy (librarian visits) <i>Reading: Finding and Evaluating Online Resources on Complementary Health Approaches by the National Center for Complementary and Integrative Health (link posted on moodle)</i>  <i>(This may change based on availability)</i>	<b>DUE: Library Online Module @ 8:00 am</b> <i>(extra credit)</i> <b>**please bring laptops/ipads to class for in-class activities**</b>  <b>Due Quiz 1: Health &amp; Behavior change, stress, and sleep</b> <i>(Link on Moodle)</i>

Thurs 2/1/2018	Psychological Health <i>Reading: Chapter 2, "Promoting and Preserving Your Psychological Health"</i>	
<u>Week 6</u> Tues 2/6/2018	Psychological Health Continued Nutrition basics <i>Reading: Chapter 5, "Eating for a healthier you <a href="http://www.choosemyplate.gov">www.choosemyplate.gov</a>, and The 2015 Dietary Guidelines for Americans, executive summary (Link on moodle)</i>	<b>DUE: Kresge Library Citing Sources Plagiarism Tutorial @ 11:55pm</b> (Link on Moodle) Must be done as part of the Research assignment grades
Thurs 2/8/2017	Nutrition Basics Continued <i>Reading: Chapter 5</i> <i>Video: What the Health and Discussion questions</i> <i>Documentary:</i> <a href="https://www.youtube.com/watch?v=wIONctjKPzc">https://www.youtube.com/watch?v=wIONctjKPzc</a> <i>Doctor Discussion:</i> <a href="https://www.youtube.com/watch?v=D1dExn2SI9Q">https://www.youtube.com/watch?v=D1dExn2SI9Q</a>	<b>Due Quiz 2: HS Research, Psychological health, and Nutrition</b> (Link on Moodle)
<u>Week 7</u> Tues 2/13/2018	<b>EXAM 1 (Chapter 1-5, and Research)</b> Bring G#	
Thurs 2/15/2018	Exercise and physical fitness <i>Reading: Chapter 7, "Improving your personal fitness" and Physical activity guidelines for Americans (Link on Moodle)</i>	<b>DUE: Health Sciences Research Report #1 @ 11:55pm</b> (Link on Moodle)
<u>Week 8</u> Tues & Thurs 2/20-22/2018	<b>WINTER RECESS NO CLASS</b>	
<u>Week 9</u> Tues 2/27/2018	Obesity and Weight Management <i>Reading: Chapter 6, "Reaching and maintaining a healthy weight</i> <i>Video: Weight of the Nation Series and Discussion questions</i>	
Thurs 3/1/2018	<i>Obesity Continued</i> <i>Reading: Chapter 6</i>	
<u>Week 10</u> Tues 3/6/2018	Cardiovascular Health <i>Chapter 16, "Reducing your risk of cardiovascular disease"</i> <i>Video: Revisit Weight of the Nation (Disease Section)</i> <i>Website:</i> <a href="https://watchlearnlive.heart.org/CVML_Player.php">https://watchlearnlive.heart.org/CVML_Player.php</a>	

Thurs 3/8/2018	Diabetes (Type I and Type II) <i>Readings: Focus On, "Minimizing your risk for diabetes" (pp446-457)</i> <i>Video: Revisit Weight of the Nation (Disease Section)</i>	
<u>Week 11</u> Tues 3/13/2018	Immunity and the Introduction to the Immune System <i>Reading: Chapter 14, "Protecting Against Infectious Diseases"</i> <i>Animation: Cells of the Immune System Click and Learn</i> <a href="http://www.hhmi.org/biointeractive/cells-immune-system">http://www.hhmi.org/biointeractive/cells-immune-system</a>	<b>DUE Quiz 3: Exercise, Obesity, Cardiovascular Health, and Diabetes</b> (Link on Moodle)
Thurs 3/15/2018	Immune System and Causes of Infection continued Cancer: What is Cancer? <i>Reading: Chapter 17, "Reducing your cancer risk,"</i> Animation: <a href="http://www.hhmi.org/biointeractive/eukaryotic-cell-cycle-and-cancer">http://www.hhmi.org/biointeractive/eukaryotic-cell-cycle-and-cancer</a>	<b>DUE: Health Sciences Research Report #2 @ 11:55pm</b> (Link on Moodle)
<u>Week 12</u> Tues 3/20/2018	Types of Cancer: Prevention, detection and treatment <i>Reading: Chapter 17</i> <i>Website: <a href="http://www.wcrf.org/int/research-we-fund/our-cancer-prevention-recommendations">http://www.wcrf.org/int/research-we-fund/our-cancer-prevention-recommendations</a></i>	
Thurs 3/22/2018	Coping with Chronic Conditions <i>Reading: Chapter 18, "Reducing Risks and Coping with Chronic Conditions"</i>	<b>DUE Quiz 4: Immunology, Cancer, and Chronic Conditions</b> (Link on Moodle)
<u>Week 13</u> Tues 3/27/2018	<b>Exam 2 (Chapter 6-7, 16, Focus on Diabetes, 14, and 18)</b> Bring G#	
Thurs 3/29/2018	Sexually Transmitted Infections <i>Reading: Chapter 15, "Protecting against Sexually Transmitted Infections"</i>	
<u>Week 14</u> Tues 4/3/2018	Reproductive Health and Contraception Choices <i>Reading: Chapter 10, "Considering your Reproductive Choices"</i> <i>Website: <a href="https://www.plannedparenthood.org/learn/birth-control">https://www.plannedparenthood.org/learn/birth-control</a></i>	
Thurs 4/5/2018	Addiction and Addictive behaviors <i>Reading: Focus On, "Recognizing and avoiding addiction" pp 299-312 &amp; "The Science of Addiction," National Institute on Drug Addiction (Link posted on Moodle)</i>	

<p><u>Week 15</u> Tues 4/10/2018</p>	<p>Addiction continued Video: Pleasure Unwoven <a href="https://www.youtube.com/watch?list=PL8BKmIPMfjXA5c1dnEAUa9LQ8KPVJfI2T&amp;v=wxiKVQR90VM">https://www.youtube.com/watch?list=PL8BKmIPMfjXA5c1dnEAUa9LQ8KPVJfI2T&amp;v=wxiKVQR90VM</a></p> <p>Tobacco use Reading: Chapter 12, "Ending Tobacco Use"</p>	<p><b>DUE Quiz 5:</b> Reproduction, STIs, Contraception and Addiction (Tobacco, Alcohol and Drugs)</p>
<p>Thurs 4/12/2018</p>	<p>Alcohol Use, Abuse and Dependence, Reading: Chapter 11, "Drinking alcohol responsibly"</p>	<p><b>DUE: Behavior Change Assignment 2 @ 11:55pm</b> (Link on Moodle)</p>
<p><u>Week 16</u> Tues 4/17/2018</p>	<p>Illegal, Legal, and prescription drugs &amp; Addiction Treatment Reading: Chapter 13, "Avoiding drug use and misuse," and "The Science of Addiction," National Institute on Drug Addiction (link posted on moodle) Website: <a href="http://learn.genetics.utah.edu/content/addiction/">http://learn.genetics.utah.edu/content/addiction/</a></p> <p>Course wrap up and review (time permitting)</p>	
<p>Thurs 4/19/2018</p>	<p><b>STUDY DAY NO CLASS</b></p>	
<p>Tues 4/24/2018</p>	<p><b>Final Exam</b> <b>(40% New Material: Chapters 10-13, 15 and 60% Cumulative)</b> <b>Tuesday April 24 8:00-11:00 AM</b></p>	