

**School of Health Sciences**  
**Department of Wellness, Health Promotion, and Injury Prevention**  
**Oakland University**

**WHP 3400: Contemporary Issues in Personal Health; 2 Credits; Winter 2018**

**Instructor:** Kate Masley, Ph.D. (Please call me Dr. Kate.)  
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**Office Hours:** By appointment—I am always here to help.

**COURSE DESCRIPTION**

Contemporary issues in personal health are examined from biological, psychological, sociological, philosophical, and ethical perspectives. Exploration of personal protection and health issues related to vaccines, medical marijuana, the Affordable Care Act, and other controversial issues are discussed.

**Required Readings:** All readings will be available in Moodle.

**LEARNING OUTCOMES**

By the end of the course, the student will be able to:

1. List at least three contemporary controversial health/societal issues relevant to US society today.
2. Demonstrate effective communication skills that will enable the student to analyze, evaluate and make decisions concerning complex, contemporary and controversial health/societal issues through readings and discussions.
3. Analyze and synthesize appropriate research to make informed health decisions for both personal and professional experiences in the health and health care field.

**EXPECTATIONS OF WHP STUDENTS**

Students intending to major in WHP **must** retain a copy of this syllabus, and all major assignments, for inclusion in their Portfolio. WHP majors are expected to achieve a minimum grade of 2.5 for each WHP course (elective or required). Students who fail to achieve this grade standard will have their progress reviewed by the WHP program director and may be placed on academic probation within the WHP program.

**COURSE PROCEDURES AND EXPECTATIONS OF STUDENTS**

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.

Students with disabilities or circumstances who may require special considerations should make an appointment with the on-campus Office of Disability Support Services. Students should bring in writing their needs and required accommodations to the instructor as soon as possible.

## Academic Integrity

The faculty of the School of Health Sciences believes that the conduct of a student 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. 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.

Student academic misconduct refers to behavior that may include plagiarism, cheating, fabrication, falsification of records or official documents, intentional misuse of equipment or materials, and aiding and abetting the perpetration of such acts. The preparation of reports, papers, and examinations, assigned on an individual basis, must represent each student's own effort. Reference sources should be indicated clearly. The use of assistance from other students or aids of any kind during a written examination, except when the use of aids such as electronic devices, books or notes has been approved by an instructor, is a violation of the standard of academic conduct expected in this course. The Oakland University policy on academic conduct will be strictly followed with no exceptions. See catalog under Academic Policies and Procedures.

## Required Technology

In order to fully participate in this course, you will need:

1. An internet connected computer with the most updated versions of your favorite web browser installed. *Use of smartphones and tablets is not recommended.*
2. In the event that your computer crashes or internet goes down, it is essential to have a "backup plan" in place where you are able to log in using a different computer or travel to another location that has working internet.
3. All files you intend to use for this course should be saved to a cloud solution and not to a local hard drive, USB stick or external drive. Saving files this way guarantees your files are not dependent on computer hardware that can fail.

## Technical Assistance

If you have general questions about the course (such as due dates, content, etc.), please contact the course facilitator. For Moodle technical issues that you cannot resolve on your own, please contact the e-Learning Instructional Support office:

- Phone: (248) 805-1625
- Submit a help ticket: <http://www2.oakland.edu/elis/help.cfm?formname=moodle>
- If you have any trouble accessing any of the content in this course, contact Dr. Kate Masley.

## STUDENT EVALUATION

### A. Moodle Homework Assignments (18%)

Homework assignments will be completed electronically via Moodle. Homework assignments will be based upon textbook readings and other course content assigned on Moodle (may include additional readings, websites, videos, etc.). Homework assignments will be assigned every other week. Each homework assignment is 3 points and there are 6 homework assignments throughout the semester.

The homework assignments may consist of multiple-choice, true/false, fill-in-the-blank, and/or short answer/short essay questions. Homework assignments will be untimed, and may be opened and closed multiple times in Moodle, allowing you to work on the homework in multiple shorter sessions to suit your personal schedule.

### B. Moodle Discussion Board Participation (18%)

Discussion Board participation will be completed electronically via Moodle. Discussion Board assignments will be based upon textbook readings and other course content assigned on Moodle (may include additional readings, websites, videos, etc.). There will be a total of 6 Discussion Board assignments throughout the semester. Each Discussion Board assignment is 3 points. To make sure that you are addressing all of the necessary content and criteria for your discussion board participation, be sure to consult the Discussion Board Grading Rubric, which is included in this course syllabus.

### C. Midterm Exam (29%) and Final Exam (35%)

Two exams will be administered throughout the semester, a Midterm Exam and a Final Exam. The Midterm Exam is 29 points and the Final Exam is 32 points. The Final Exam is not cumulative, and it will only cover material presented after the Midterm Exam. Exams will consist of multiple-choice, true/false, fill-in-the-blank, short answer, and/or short essay questions. Each exam will emphasize your understanding of basic facts and concepts and your ability to apply this knowledge to a variety of situations. Exams will be administered online via Moodle and will be timed. You may complete the exam anytime during the allowed dates, but will only be able to open the exam once, and you will need to complete it within the allotted number of minutes.

## MISSED EXAMS:

Make-up exams are only allowed due to extreme circumstances outside of their control (i.e., grave personal illness, hospitalization, funerals of close family members, University sponsored activities that require your presence, or legal proceedings at which you must appear). In these situations, WRITTEN DOCUMENTATION IS REQUIRED PRIOR TO THE EXAM to be considered. Technology failures (e.g., broken computer, lack of internet access) are not considered acceptable excuses. As an entirely online class, it is expected that students have access to a reliable computer and internet connection. Given the online nature of this class and the fact that you have an entire week to complete the exam, it is expected that you plan your schedule accordingly, and make-up exams historically are given very rarely.

Name of Assignment Type	Points	Percent of Total
Weekly Discussion (3 points per discussion x 6 discussions)	18	18%
Homework (3 points per assignment, 6 assignments)	18	18%
Midterm Exam	29	29%
Final Exam	35	35%
<b>Total:</b>	<b>100</b>	<b>100%</b>

## STUDENT AND INSTRUCTOR EXPECTATIONS

Students are expected to:

- Ensure that their computer is compatible with Moodle.
- Log-in 3-5 times a week; daily log-in 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](#)
- Post any questions related to the course content in the Course Questions and Answers Forum

The Instructor will:

- Log-in to the course at least five days per week
- Moderate conversations in forums
- Respond to Q&A Forum replies and e-mail within 24-48 hours
- Grade assignments within seven days of the assignment deadline

## GRADING SCALE

<b>A</b>	100%- 92.00%	4.0	<b>B</b>	87.99%- 86.00%	3.7	<b>C</b>	75.99- 75.00%	2.9	<b>D</b>	65.99- 65.00%	1.9
	91.99%- 90.00%	3.9		85.99%- 84.00%	3.6		74.99- 74.00%	2.8		64.99- 64.00%	1.8
	89.99%- 88.00%	3.8		83.99%- 82.00%	3.5		73.99- 73.00%	2.7		63.99- 63.00%	1.7
				81.99%- 80.00%	3.4		72.99- 72.00%	2.6		62.99- 62.00%	1.6
				79.99- 70.00%	3.3		<b>71.99- 71.00%</b>	<b>2.5*</b>		61.99- 61.00%	1.5
				78.99- 78.00%	3.2		70.99- 70.00%	2.4		60.99- 60.00%	1.4
				77.99- 77.00%	3.1		69.99- 69.00%	2.3		59.99- 59.00%	1.3
				76.99- 76.00%	3.0		68.99- 68.00%	2.2		58.99- 58.00%	1.2
							67.99- 67.00%	2.1		57.99- 57.00%	1.1
							66.99- 66.00%	2.0		56.99- 56.00%	1.0
									<b>F</b>	<56%	0.0
* Probation grade for WHP majors.											

**Failure to pass ALL REQUIRED ASSIGNMENTS FOR THE COURSE may result in failure of the course completely (a 0.0 grade) or an incomplete (I) grade until all course expectations are fulfilled.**

**Thinking ahead:** Letters of recommendation are only provided to students who achieve a final grade of 3.5 or above. Requests must be submitted 1 month prior to the deadline in writing/via e-mail. It helps if we've had interactions above the minimum required in this course, so I can write more than a generic letter. Students should submit their resume, transcripts, personal statement, and any other relevant information.

## **VETERAN SUPPORT SERVICES**

The Office of Veteran Support Services (VSS) is the campus office responsible for supporting student veterans and military families. Through VSS, veterans and their dependents can be connected to campus and community resources to help ensure they are receiving the benefits they have earned. Student veterans and military dependents who wish to learn more about the services afforded to them should contact VSS, by visiting 116 North Foundation Hall, emailing [VSS@oakland.edu](mailto:VSS@oakland.edu), by phone at 248-370-2010 or visiting their website at <http://wwwp.oakland.edu/veterans/>.

## **DISABILITY SUPPORT SERVICES**

Disability Support Services (DSS) acts as an advocate for students with disabilities and works with 500-600 students per semester. In addition to helping students understand university policies and practices, they assist students in addressing personal and academic concerns. They supply referrals to other university offices when appropriate. Students who wish to learn more about the services afforded to them should contact DSS by visiting North Foundation Hall, Room 103A, emailing [DSS@oakland.edu](mailto:DSS@oakland.edu), or by visiting their website at <https://wwwp.oakland.edu/dss/>.

## **OAKLAND UNIVERSITY WRITING CENTER**

The Oakland University Writing Center is open to OU students, faculty, and staff in all disciplines at any stage of the writing process. The center provides writers with an interested and supportive audience of well-trained consultants who help both novice and expert writers explore ideas, revise drafts, and develop the skills to craft polished works. Students who wish to learn more about the services afforded to them should contact the OU Writing Center by visiting Kresge Library, Room 212, emailing [ouwc@oakland.edu](mailto:ouwc@oakland.edu), or by visiting their website at <https://wwwp.oakland.edu/ouwc/>.

## **STUDENT TECHNOLOGY CENTER**

The Student Technology Center is the headquarters for the promotion, instruction, and support of technology literacy. From beginners looking to learn the basics to experts seeking to hone their skills, the STC's training, education and hands-on learning experiences offers on-campus services to meet OU students' ever-increasing technology needs. Students who wish to learn more about the services afforded to them should contact the Student Technology Center by visiting Oakland Center, Room 44, emailing [STC@oakland.edu](mailto:STC@oakland.edu), or by visiting their website at <https://wwwp.oakland.edu/stc/>.

## Approximate Course Schedule and Topical Outline

*The instructor reserves the right to make adjustments to this schedule as necessary and the instructor will inform students of any deviation in scheduling in a timely fashion.*

<p><b>Week #1</b> January 3-7</p>	<p><b>Topic for this week: Welcome, Introductions, and Carefully Reviewing the Course Syllabus</b></p> <p><b>Reading for this week:</b> Carefully read and review Course Syllabus</p> <p><b>Assignment due by 11:59pm on Sunday, 1/7:</b> Week 1 Discussion Board Participation (1 initial post and 1 response post is due by Sunday, January 7th)</p>
<p><b>Week #2</b> January 8-14</p>	<p><b>Topic for this week: Vaccines</b></p> <p><b>Reading for this week:</b> Week #2 lecture, articles included in module, and video</p> <p><b>Assignment due by 11:59pm on Sunday, 1/14:</b> Week 2 Homework</p>
<p><b>Week #3</b> January 15-21</p>	<p><b>Topic for this week: Genetically Modified Foods (GMFs)</b></p> <p><b>Reading for this week:</b> Week #3 lecture, articles included in module, and watch video</p> <p><b>Assignment due by 11:59pm on Sunday, 1/21:</b> Week 3 Discussion Board Participation (1 initial post is due by Thursday, 1/18 by 11:59pm and 1 response post is due by Sunday, 1/21 by 11:59pm)</p>
<p><b>Week #4</b> January 22-28</p>	<p><b>Topic for this week: The Right to Health Care</b></p> <p><b>Reading for this week:</b> Week #4 lecture, articles included in module, and watch video</p> <p><b>Assignment due by 11:59pm on Sunday, 1/28:</b> Week 4 Homework</p>
<p><b>Week #5</b> January 29-February 4</p>	<p><b>Topic for this week: Should Marijuana be a Medical Option?</b></p> <p><b>Reading for this week:</b> Week #5 lecture, articles included in module, and watch videos</p> <p><b>Assignment due by 11:59pm on Sunday, 2/4:</b> Week 5 Discussion Board Participation (1 initial post is due by Thursday, 2/1 by 11:59pm and 1 response post is due by Sunday, 2/4 by 11:59pm)</p>

<p><b>Week #6</b> February 5-11</p>	<p><b>Topic for this week: <b>The Weight of the Nation</b></b>  <b>Reading for this week:</b> Week #6 lecture, articles included in module, and watch video</p> <p><b>Assignment due by 11:59pm on Sunday, 2/11:</b> Week 6 Homework</p>
<p><b>Week #7</b> February 12-18</p>	<p><b>MIDTERM EXAM</b></p>
<p><b>Week #8</b> February 19-25</p>	<p><b>WINTER RECESS</b></p>
<p><b>Week #9</b> February 26-March 4</p>	<p><b>Topic for this week:</b>  <b>Direct-to-Consumer Advertising (DTCA)</b>  <b>Reading for this week:</b> Week #9 lecture, articles included in module, and watch video</p> <p><b>Week 9 Discussion Board Participation</b>  (1 initial post is due by Thursday, 3/1 by 11:59pm and 1 response post is due by Sunday, 3/4 by 11:59pm)</p>
<p><b>Week #10</b> March 5-11</p>	<p><b>Topic for this week:</b>  <b>Social Networking Sites and Society</b>  <b>Reading for this week:</b> Week #10 lecture, articles included in module, and watch video</p> <p><b>Assignment due by 11:59pm on Sunday, 2/11:</b> Week 10 Homework</p>
<p><b>Week #11</b> March 12-18</p>	<p><b>Topic for this week:</b>  <b>Technology and Our Health: Pros and Cons</b>  <b>Reading for this week:</b> Week #11 lecture, articles included in module, and watch video</p> <p><b>Week 11 Discussion Board Participation</b>  (1 initial post is due by Thursday, 3/15 by 11:59pm and 1 response post is due by Sunday, 3/18 by 11:59pm)</p>

<p><b>Week #12</b> March 19-25</p>	<p><b>Topic for this week:</b> <b>The Right to Die</b> <b>Reading for this week:</b> Week #12 lecture, articles included in module, and watch video</p> <p><b>Assignment due by 11:59pm on Sunday, 3/25:</b> Week 12 Homework</p>
<p><b>Week #13</b> March 26-April 1</p>	<p><b>Topic for this week:</b> <b>Mental Health and Gun Violence</b> <b>Reading for this week:</b> Week #13 lecture, articles included in module, and watch video</p> <p><b>Week 13 Discussion Board Participation</b> (1 initial post is due by Thursday, 3/29 by 11:59pm and 1 response post is due by Sunday, April 1st by 11:59pm)</p>
<p><b>Week #14</b> April 2-8</p>	<p><b>Topic for this week:</b> <b>To be determined (Students will help determine topic)</b> <b>Reading for this week:</b> Week #14 lecture, articles included in module, and watch video</p> <p><b>Assignment due by 11:59pm on Sunday, 4/8:</b> Week 14 Homework</p>
<p><b>Week #15</b> April 9-15</p>	<p style="text-align: center;"><b>Last week of Class</b></p> <p style="text-align: center;"><b>Exam Review and open, non-graded discussion of other contemporary issues in personal health not discussed in this course will take place this week.</b></p>
<p><b>Week #16</b> April 16-22</p>	<p style="text-align: center;"><b>FINAL EXAM</b></p>



## Grading Rubric for Online Discussion Board Participation

(Total possible points: 3 points)

	<b>Low Performance</b>	<b>At or Below Average Performance</b>	<b>At or Above Average Performance</b>
<b>Knowledge of Topic</b>	<p><b><u>0 points</u></b></p> <ul style="list-style-type: none"> <li>Initial post does not display an understanding of the topic</li> <li>Initial post does not incorporate any aspect of the readings for the week</li> </ul>	<p><b><u>.5 point</u></b></p> <ul style="list-style-type: none"> <li>Initial post displays a basic understanding of the readings/topic</li> <li>Posting incorporates personal experience, but makes no connection to readings, lecture, and/or video</li> <li>Does not post initial post in a timely manner – student posts initial post after Thursday (11:59pm)</li> </ul>	<p><b><u>1 point</u></b></p> <ul style="list-style-type: none"> <li>Initial post displays a good/excellent understanding of the readings/topic for this week</li> <li>Incorporates the readings, lecture, and/or video into answer</li> <li>Posts initial post in a timely manner---student posts initial post on or before Thursday (11:59pm)</li> </ul>
<b>Responding to Classmates' Postings</b>	<p><b><u>0 points</u></b></p> <ul style="list-style-type: none"> <li>Does not respond to a classmate's posts</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>Response post is very vague and offers no real contribution to the discussion (i.e., just says "I agree" and does not elaborate on that)</li> </ul>	<p><b><u>.5 point</u></b></p> <ul style="list-style-type: none"> <li>Responds to 1 classmate's initial post for the week</li> <li>Response post offers some additional explanations or elaboration to classmates' response, but lacking a bit in detail and depth</li> <li>Does not respond to classmate in a timely manner – student posts response post to classmates after Sunday (11:59pm)</li> </ul>	<p><b><u>1 point</u></b></p> <ul style="list-style-type: none"> <li>Responds to at least 1 classmate's post for the week (at least 1 response post is required)</li> <li>Response post to classmate is detailed and thorough. Response post offers additional explanations or elaboration and incorporate personal experience and/or the readings into response post</li> <li>Responds to classmate in a timely manner – student posts at least 1 response post to classmate on or before Sunday (11:59pm)</li> </ul>
<b>Spelling + Grammar and Proper Citations</b>	<p><b><u>0 points</u></b></p> <ul style="list-style-type: none"> <li>Makes all posts on same day</li> <li>Spelling/grammar mistakes throughout – distracts reader from content</li> <li>Shows disrespect/insensitivity consistently in comments to other students/professor</li> </ul>	<p><b><u>.5 point</u></b></p> <ul style="list-style-type: none"> <li>A few spelling/grammar mistakes in posts that may be distracting to reader</li> <li>On rare occasion, shows slight disrespect/insensitivity in comments to other students/professor</li> </ul>	<p><b><u>1 point</u></b></p> <ul style="list-style-type: none"> <li>No spelling/grammar errors in posts</li> <li>Uses proper citations when necessary (APA style)</li> <li>Consistently show respect and sensitivity in comments to other students/professor</li> </ul>