

KES – 5373
Health & Human Behavior
Fall 2015 - Online

Instructor: Jim Hector, Ed.D.

Class location: Blackboard online

Office Location: email/text me

Contact: 443-837-8213

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**You may call (leave me a voicemail) or text anytime from 9am – 7pm. Texting will get the fastest response. Always tell me who you are when you text as I don't save students phone numbers.

Required Texts: Ansel, M. (2014). *Applied Health Fitness Psychology*. Human Kinetics. Champaign: IL.

<http://www.amazon.com/Applied-Health-Fitness-Psychology-Anshel/dp/1450400620>

If you do not have the book by the time the first assignments are due you can use the amazon link to click on "LOOK INSIDE" and read the Chapter 1 pgs 4-15. You can buy this on a kindle or e-book if you don't want a hardback. Have your book by WEEK 2!!!!!! A MUST

Required Book: Sapolsky, R.M. (any edition). Why Zebras Don't Get Ulcers

<http://www.amazon.com/Zebbras-Dont-Ulcers-Third-Edition/dp/0805073698>

Course Description: This course will review behavioral and biomedical theory and research with regard to the contributions of psychological factors to the prevention, diagnosis, and treatment of disease and illness. This course presents both research design and the role of research in health behavior. Students will consider the effect of activity and exercise as they relate to illness and disease. The course also defines and explores adherence and psychoneuroimmunology, which examines behavior related to the diseases of cancer and hypertension, explores treatment recommendations, and reviews coping strategies for the patient and family. Prevention and wellness are presented in the context(s) of intentional and unintentional injuries. A discussion of health, life expectancy, and quality of life will conclude the course.

Program Outcomes: Degree candidates in the M.S. program in Health and Human Performance program will be able to:

1. demonstrate content knowledge in physiology, nutrition, sports law, test and measurements, motor learning, group dynamics and health and human behavior necessary for successful performance in their field.
2. conduct research using appropriate methods, analysis, and dissemination of results.
3. promote authentic learning, social and emotional development, and a commitment to social justice in their field.

Learner Objectives:

To successfully complete the course, students will be expected to:

1. Understand the role, responsibilities, and working environment of individuals who work in the health field.
2. Appreciate the different types of research designs used to study issues related to health behavior.
3. Understand the concepts of adherence and wellness.
4. Examine the role of behavior as it relates to chronic illness.
5. Comprehend the importance of health and quality of life in light of the increase in life expectancy.
6. Apply the concepts presented in this course in your current or future profession.

Instructional Process:

All online via Blackboard. Please ONLY use Firefox or Chrome browsers.

Internet Explorer is not compatible.

For Blackboard Technical Help Contact:

techassist.sulross.edu

432-837-8888

For Blackboard Instructions to help you navigate this online course please see Appendix A at the end of the Syllabus

Methods of Evaluation:

Grading is based on cumulative points of all assignments.

Book Review Paper	350 pts
5 Discussions @ 60 pts ea	300 pts
<u>5 Assignments @ 70 pts ea.</u>	<u>350 pts</u>
Total Points	1000 pts

Explanation of Assignments:

Discussion questions: Each week there will be a discussion question posted under the discussion tab for you to respond to by **Midnight Friday night**. To respond to the discussion you click on the hyperlink to the discussion and then click on create new thread. Put your last name and the week in the subject line (eg. LathamWeek1). You can respond directly in the message area, however, I suggest you type your response in a word document, spell check, then copy and paste it into the message area. You can upload your response as an attachment, but please **ALSO** copy and paste it into the message area so we do not have to open an attachment to read your post. Each discussion post is worth 40 points. 10 points will be deducted for each day it is late. 10 points will be deducted for not following the instructions above, do follow all instructions in the directions of the discussion.

Responses to others: Under each discussion post you must respond to another classmate's original discussion post. The response is worth 20 points (so

a total of 60 points for class discussion is available for you to earn each week) and is due by **Sunday Midnight** each week. The response must be more than “good job”, “I like what you said”, etc., it must be a substantial response that would be as if you were having a discussion on the topic in class. A substantial response would include, but not limited to: adding to the discussion with further information you find (cite your source), asking relevant questions, as well as critiquing in a positive way the post. ALWAYS spell check and edit your responses. These should be academic responses and not chat room or informal language. Do be respectful of others, do use proper language – do NOT hurt others feelings. To respond to another’s post, click on their post and reply. Title the subject of your response with your last name and “response to _____ week 1 post” (eg. Latham’s response to Henderson’s Week 1 post).

Homework Assignments: Click on the hyperlink (title of the assignment) in the assignment tab, read the directions completely, you will do the assignment in a Word (MUST BE MICROSOFT WORD...no other format is accepted) document and attach the file in the assignment submission section, then click submit. Follow all instructions and mind the due dates. Due dates will be listed in the assignment (Usually Weds by Midnight)

Book Review Paper: Purchase the Why Zebras Don’t Get Ulcers book and read it. You will be providing a 1.5-2 page (double spaced) critical analysis/review of each chapter of the book. You will also include a 3-5 page application of the content of the ENTIRE BOOK at the very end of all the chapter analyses. You will turn this in as ONE single Microsoft word document on **May 13th** by midnight. Please have a title page and use Boldface headings for each chapter analysis/review and a heading for the 3-5 page application of the whole book. (The application will be 3-5 pages describing how this book influenced you positively and/or negatively as well as how you will apply the information in your lifestyle and job/career.

APPENDIX A

Blackboard Instructions

1. Login to the blackboard course
2. Most things are “clickable”. Once in click on every tab and read everything.
3. Announcements – click on this tab and check those daily. A copy is always sent to your email. So check your email often as well.
4. Syllabus & Course Materials tab – has everything in attachments for you to download that you need for the course. **Read the Syllabus first day you log in.** All other course materials are referenced to you in discussions and assignments for you to download and refer to. I suggest saving everything to a flash drive, hard drive, cloud database (i.e. drop box) so you have them forever.
5. Assignments – click on the assignment tab. Click on the Name of the assignment (usually named by week). Read all of the assignment information. If the assignment refers you to materials in the course materials tab be sure to use/read all of those. Due dates are always mentioned in the assignment information. When you are ready to submit (turn in) your assignment go to the Assignment

- Submission” area, click on browse my computer, search your computer for wherever you saved your finished/completed assignment, upload it to attach the file in the assignment submission area. **YOU MUST checkmark the box “I agree to submit mypaper(s) to the GRD” where the plagiarism tools are.** This ensures you did not copy/paste from the internet or from another student you may have had the course before. You can be kicked out of the university, and/or fail a class for plagiarizing. The add comments are is optional, but a place for you to leave me a comment. Ps. I like jokes when I am grading!!!! ☺ Click the SUBMIT button to actually turn in your assignment.
6. Discussions – click on discussions tab. Each week there are discussions (these are formal discussions not chat room type discussions) you must respond to as well as respond to at least one other classmate (see syllabus). Click on the Forum/Discussion Name (e.g. Week 1). To post your discussion post = click on create thread. Put your First and last name in the Subject line followed by 1-2 words describing your post/thread, e.g., StefanieLatham_Week1 Discussion. Type your response to the discussion/forum in the message. **I highly, highly, really really, highly recommend that you first type your response in a Word Doc spell check and grammar check (read it yourself as spell check doesn’t fix grammar) and then copy/paste it into the message area. DO NOT attach a file for discussions. You will only use the browse my computer/attach file feature for assignments.** Click Submit to submit your work. If you need to edit whatever you turned in for some reason, find your thread in the discussion area, click on it, move your cursor around near the “reply” button, you will see an option to delete, edit, or email yourself. To respond to a classmate: click on the thread of a classmate you want to read his/her post then click reply. Type your response in the message area (again recommend using word to edit first...plus if you have a computer issue you can save your word doc...you can’t save your message until you submit it). [Please Check your thread so read what others have said to you. If classmates or if I ask you a question in your thread and you never respond...points will be deducted from your weekly discussion points. It is also recommended for you to scan all the threads and read any feedback I am giving other students as that feedback may help you as well.](#)
 7. MY Grades tab – you should be able to view your numerical grade here as well as written feedback. I will always provide written feedback. If you cannot view the written feedback please check your email as it is always emailed to you as well. If you do not see a numerical grade either I haven’t graded it (I will grade all previous week’s work by Wed of the week after it is due if not sooner). If you feel you turned it in and still see not grade email or text me and I will look into it.
 8. Late work. Despite what the syllabus says if you are taking a Senior Level undergraduate course or a Graduate Level course with me...as long as you are in communication with me I will NOT deduct point for things that are 1 week late. Anything 1 week late or longer you MUST CALL ME for approval and let me know what is going on in your life. I am a fair and reasonable person and will most likely work something out with you as I want everyone to be successful in the least “stressful” way. This being said, if you are just lazy and waiting to do things last minute, most likely your work will reflect that and so will your grade

that you earn. Communication is key to online learning. As long as the technology is working I will NOT be MIA (missing in action). There are multiple ways to communicate with me (cell phone text, call, sul ross email, personal email, and in blackboard under the questions forum in the discussion tab).