



**KINE 3334-001**  
**CONTEMPORARY HEALTH PROBLEMS**  
**Spring 2023 - MWF 10:00-10:50am - GPC 105**

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<b>Required Text:</b>	Physical Activity Epidemiology Rod K. Dishman; Gregory W. Heath; Mike D. Schmidt; I-Min Lee 3rd Edition ISBN: 9781492593010

University Bookstore - New \$143.47 / Marketplace \$128.84 / eBook \$84.40 (90 day access)

Read free online 12th Ed. - <https://twitter.com/i/events/1485315013292089345>

Cheap used 12th Ed. <https://www.amazon.com/Physical-Activity-Epidemiology-Rod-Dishman/dp/0736082867>

**Course Overview:** This course will help students adopt healthy lifestyles, exploring all of the dimensions of health: physical, psychological, spiritual, social, intellectual, environmental and occupational. Students will explore their lifestyles and personal choices and see how this impacts their health, disease prevention and lifelong well-being.

**Course Description:** Understanding health benefits of physical activity on chronic disease prevention and health promotion throughout the lifespan, from clinical and public health perspectives. Discussion and application of real-life physical activity assessment, research, guidelines, and promotion in population levels..

## **Student Learning Outcomes:**

By the end of the semester, students will be able to:

- Examine the relationship between lifestyle and health.
- Explain key components of fitness and their relationship to disease prevention and longevity.
- Risk factors and reduction strategies associated with the major non-communicable diseases
- Understand the influences of race, gender, and culture on health.
- Assess, using various experiential learning techniques, key facets of lifestyles and interpret their impact on health.
- Explain the basic concepts of epidemiology including risk factors, the disease process, epidemiological triad and its use in chronic disease, etc.
- Demonstrate an understanding of how exercise can modify the development of these pathological conditions.

## **Marketable Skills**

The following marketable skills are achieved in this course:

1. Students acquire communication skills.
2. Students acquire collaboration skills.
3. Students demonstrate creativity and problem solving skills.
4. Students demonstrate critical thinking skills.

## **Course Format**

Instructional methods include lectures, class activities, class discussions, report writing, and individual and group presentation. As the primary source for discussions, selected epidemiological research articles will be utilized.

## **Blackboard**

Students are required to have a university email account and are responsible for checking Blackboard for course information such as homework, projects, readings, and study guide. All lecture slides will be posted on Blackboard prior to each lecture, and grades will also be posted on Blackboard.

## **Homework**

Homework will be announced on Blackboard, in-class, and/or via email to the whole class. Your Sul Ross State (@sulross.edu) email address will be used for this purpose. Homework will be completed and submitted using Blackboard.

## **Program Learning Outcomes**

### **1. SLO 1 - Knowledge of Human Cultures and the Physical and Natural World**

Through study in the areas of Exercise Science, Sport Management, K-12 Physical Education, Sport Psychology, and other sport, health, wellness, and fitness related academic foci. Students will demonstrate written comprehensive competency

### **2. SLO 2 - Integrative and Applied Learning, including:**

Synthesis and advanced accomplishment across specialized studies. Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus. This integration is demonstrated through the application of knowledge, skills, and responsibilities to new and familiar settings and through addressing complex problems in Kinesiology-related areas.

### **3. SLO 3 - Intellectual and Practical Skills. Practiced extensively, across the Kinesiology curricula, in the context of progressively more challenging problems, projects, and standards for performance.**

A) Critical thinking. Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

B) Written communication. Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

C) Oral communication. Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behavior.

D) Teamwork. Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

## **Style Of Teaching:**

The objectives of this course will be met through an integrated teaching style that will include in-class lecture, presentations, class activities, labs, and homework assignments. Students will be encouraged to remain actively involved in class discussions and skill sessions and will be responsible for reading all assigned material for this class. This class includes an online blackboard component that is required. No assignments shall be accepted via email and all assignments shall be turned in on blackboard or during class.

## **Attendance and Participation**

**Attendance for class is mandatory.** Every class day is a grade. You will receive 100% credit for being on time and actively participating in class discussions and activities.

## All Course Requirements Deadline

Due to the time requirement for grading purposes, all course requirements must be submitted/completed by the 'Course Requirements Deadline' of Wednesday in Week 15 at 11:59pm to be counted for credit towards the final letter grade. There will be no exceptions to this policy. Late deductions will apply as per policy below.

## Late Work Policy

Late work will be accepted. However, each late assignment will be subject to a 5%/day grade reduction.

## Grading Policies

Outcome Measure	Points Per Item	Number of Items	Available Points	Percentage of Grade
Class Participation	5	20	100	10%
Chapter quizzes	10-15	15	200	20%
Partner PPT presentation	150	1	150	15%
Lab & data collection	30-35	6	200	20%
PA Promotion activity	150	1	150	15%
Final Project	200	1	200	20%
<b>Total/Final Grade*</b>	-	-	<b>1000</b>	<b>100%</b>

\*Letter Grading as per SRSU policy will be used in this course.

**Be sure to complete all assignments by the due date to avoid penalty.**

## Assignments

- Quizzes: Students will complete 15 chapter quizzes based on textbook information over Chapters 3-17. Each quiz will consist of 10-15 multiple choice questions. The exams will be open at the beginning of the semester and may be completed early, but must be submitted by due dates to avoid late penalties.
- Project 1: Presentation on Physical Activity and Community Health Problem (Team-based) Topic and groups will be assigned by instructor. Content of the presentation should focus on the following:
  - Learning outcomes of the assigned chapter
  - Background on prevalence and etiology of the health-related outcome (e.g., mortality).
  - Impact of physical activity and inactivity on the risk of developing the health-related outcome.
  - Dose-response relationship of physical activity and inactivity with the health-related outcome.
  - Strength of the evidence; what we don't know; what other research needs to be done.
  - Biological mechanisms by which physical activity impacts the health-related outcome.

Each group will submit PowerPoint (or alternative format) presentation slides on the assigned topic. Class presentation duties will be shared by all members of the group, meaning each person will present an equal portion of the material in class. Each group will be assigned an entire class period to make their presentation (approximately 40 minutes presentation and 5 minutes discussion). ~Grading = either or pass or fail based on presenting at least the minimum of the criteria listed above, meeting the time requirements, and professional presentation skills.

- Project 2: In Class Labs & Campus Data Collection
  - Each week on Wednesday we will practice collecting data for the related health problem presented on Monday. This will allow students to assess their own level of health and learn techniques for collecting health related information. The students will then participate in campus-wide data collection in weeks 13-15 of the semester. Grades will be based on completing in class lab and collecting required numbers of samples from campus.
- Project 3: Physical Activity Promotion (Team-based project) This is a team based project and each team will develop a community-based physical activity promotion program including goal setting, participant recruitment, physical activity and outcome assessment, data analysis, and result presentation. Students are required to write a short report (maximum 5 pages, double spaced, 11 point font (10 for table), 1-inch margins, and typed) including inclusion/exclusion criteria, study design, data analysis, and results. At the end of the semester, students will present project results using PowerPoint slides (20-minute presentation and 5-10 minutes discussion). Examples of national and international physical activity promotion programs will be presented in the class.
- Project 4: Final Project - Paper or Presentation  
Length of paper should be no more than 5 pages (not including reference section), double-spaced, 12 point font (8 for table), times new roman, 1 inch margins all-around, and typed. The paper should be a summary of content learned, reflective on the experience, and a detailed analysis of the status of health of the Sul Ross students on campus, their willingness to improve their health and the outcomes of the physical activity promotion project.

Week	Dates	Textbook	Content	Due
1	1/19/23		Introductions	
2	1/24-1/26	Ch. 1-4	Epidemiology, Physical Activity, Sedentary Behavior & All-Cause Mortality.	Ch. 3-4 Quizzes
3	1/31-2/2 <small>Last day to drop</small>	Ch. 9	Obesity: Student Presentation & Lab	Ch. 9 Quiz & Lab
4	2/7-2/9	Ch. 7	Hypertension: Student Presentation & Lab	Ch. 7 Quiz & Lab
5	2/14-2/16	Ch. 10	Diabetes: Student Presentation & Lab	Ch. 10 Quiz & Lab
6	2/21-2/23	Ch. 8	Dyslipidemia	Ch. 8 Quiz & Lab
7	2/28-3/2	Ch. 5	Coronary Heart Disease	Ch. 5 Quiz & Lab
8	3/7-3/9	Ch. 6	Cerebrovascular Disease & Stroke	Ch. 6 Quiz & Lab
9	3/14-3/16		<b>SPRING BREAK</b>	<b>HAVE FUN!</b>
10	3/21-3/23	Ch. 17	Adopting & Maintaining PA	Data Collection Ch. 17 Quiz
11	3/28-3/30	Ch. 15	PA & Special Populations	Data Collection Ch. 15 Quiz
12	4/4-4/6 <small>Register for summer/fall</small>	Ch. 16	Adverse Events & Hazards of PA	Data Collection Ch. 16 Quiz
13	4/11-4/13 <small>Graduation application deadline</small>	Ch. 11	Osteoporosis	PA Promotion Ch. 11 Quiz
14	4/18-4/20	Ch. 12-13	Cancer & Immune System	Ch. 12 Quiz PA Promotion
15	4/25-4/27	Ch. 14	Mental Health	Ch. 14 Quiz PA Promotion
16	5/2-5/4	n/a	May 2 - Last Class Day	Present Findings
*	5/5		Final Project Due	<b>5/12 Graduation</b>

# **UNIVERSITY POLICIES**

## **Accidents & Injuries**

In the case of bodily or personal property damage, the Kinesiology Department will not be held responsible. The student must report any field experience-related injury or illness to the Instructor immediately. Any expense incurred due to injury or illness will be the student's responsibility.

## **Professional Development**

All undergraduate Kinesiology majors are required to participate in continuing education activities outside of the classroom. Students must complete a total of 20 Professional Development points (PD points) prior to enrolling in Internship or Student Teaching. See the Kinesiology webpage for detailed information.

## **ADA Statement**

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act (ADA) of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations must contact Mary Schwartze Grisham M.Ed., LPC, Accessibility Services Coordinator at 432.837.8203 (please leave a message and your call will be returned as soon as possible during business hours), or email [mschwartze@sulross.edu](mailto:mschwartze@sulross.edu). The office is located on the first floor of Ferguson Hall (Suit 112). Mailing address - PO Box C122 Sul Ross State University, Alpine, Texas, 79832.

## **SRSU Library Info**

The Bryan Wildenthal Memorial Library in Alpine. Offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu](http://library.sulross.edu). Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

## **Academic Integrity Statement**

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

## **Classroom Climate of Respect**

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

### **Diversity Statement**

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

### **Academic Affairs Service Statement**

Sul Ross faculty, staff, and students are expected to model responsible citizenship through service activities that promote personal and academic growth while enhancing the university, local, regional, national, and global communities. These activities will foster a culture of academic/public engagement that contributes to the achievement of the university's mission and core values.

### **Academic Excellence Statement**

Sul Ross holds high expectations for students to assume responsibility for their own individual learning. Students are also expected to achieve academic excellence by:

- Honoring the core values of Sul Ross.
- Upholding high standards of habit and behavior.
- Maintaining excellence through class attendance and punctuality.
- Preparing for active participation in all learning experiences.
- Putting forth their best individual effort.
- Continually improving as independent learners.
- Engaging in extracurricular opportunities that encourage personal and academic growth.
- Reflecting critically upon feedback and applying these lessons to meet future challenges.