

NCPACE

PHED 1304 Syllabus

Health for Today

Course Description

Emphasis is placed on relating course content to lifestyle to foster a better understanding of the major health issues of today. Current issues include, but are not limited to: emotional health, chemical use and abuse, human sexuality, major diseases, physical fitness, nutrition, aging, death and dying. This course does not satisfy the physical education activity course requirement. (3 Lec.)

Textbook:	Hales, Dianne. <i>An Invitation to Health: Choosing to Change</i> . 14th ed. Wadsworth Cengage Learning, 2010. ISBN (10): 0-538-73655-0; ISBN (13): 978-0-538-73655-8
Student Course Guide:	Richards, Donna Beck. <i>Student Course Guide for Journey to Health</i> . 5th ed. Wadsworth Cengage Learning, 2010. ISBN (10): 0-538-49780-7; ISBN (13): 978-0-538-49780-0
Video Lessons:	To access videos for download: <ol style="list-style-type: none">1. Go to http://144.162.197.105/mp4/JTH/default.htm2. Username: ncpace3. Password: sailor Make sure all the downloaded files are working properly prior to deployment

Table of Contents

Welcome to Journey to Health!	3
Course Objectives	4
Educational Objectives	4
Using the Materials	5
Using the workbook, <i>Student Course Guide for Journey to Health</i>	5
Using the textbook, <i>An Invitation to Health</i>	5
What You Need to Do.....	5
Evaluation and Grading	5
Completing the Writing Assignments.....	Error! Bookmark not defined.
Academic Honesty	7
Plagiarism	7
Diversity.....	7
Assignment Calendar	7

PHED 1304 Student Syllabus

Journey to Health

Welcome to Journey to Health!

Welcome to this course. You have already traveled some distance on your own “Journey to Health.” Where you are now depends largely on what lifestyle habits you practice. Where you go in the future will depend on the decisions you make and the health practices you adopt from now on. You will find that health is a process, not a destination, and that the journey is constant. This course will guide you in this process toward achieving optimal health for yourself, while learning about major health issues in the world today.

We want you to be a success in this course. The design of the Student Course Guide, the interactive activities, and the materials in the videos will help you understand the material and apply it to your own life. Achieving success in this course will do more than just increase your knowledge; it will help you lead a healthier and more productive life in the future. Good Luck!

Important: Keep this syllabus handy and use it as a guide throughout the semester.

Sincerely,

Dallas TeleCollege Online Military Support Team

NCPACE@dccd.edu

888-468-4268

<http://military.dccd.edu>

Course Objectives

Upon completion of this course, you will be able to:

- Expand knowledge of health and wellness, and the lifestyle behaviors that achieve and support high-level wellness.
- Develop an understanding of the interaction between mind, body, and spirit in sustaining health.
- Use critical thinking and problem-solving skills to develop and modify lifestyle to improve quality of life.
- Relate individual decisions and actions to the well-being and health of the planet. Recognize the roles nutrition, weight and stress management have in their lives
- Be able to develop a plan for achieving fitness, and implementing the plan

Educational Objectives

Upon successful completion of this course, you should be able to:

- Explain the factors that affect the development of healthy lifestyles.
- Discuss the causes and effects of stress on the individual and healthy stress management techniques.
- Discuss psychological health and methods for achieving psychological well-being.
- Explain the most common mental disorders and their impact on overall health.
- Explain how physical fitness contributes to health across the lifespan.
- Explain how the basic principles of **good nutrition** affect health across the lifespan.
- Explain strategies for healthy **weight management**.
- Discuss the characteristics of healthy relationships and the importance of healthy relationships to overall health.
- Discuss human sexuality and how sexual behaviors affect health.
- Discuss the biological, psychological, and social aspects of the reproductive process.
- Discuss why it is important for parents to provide safe, healthy environments for the development of their children.
- Discuss strategies for managing one's health within the health-care delivery systems.
- Explain the role of complementary and alternative medicine in health care.
- Explain the methods of transmission, treatment, control, and prevention of infectious diseases.
- Explain the transmission, prevention, and treatment of sexually transmitted diseases, including the global problems involved with HIV/AIDS.
- Explain the major cardiovascular diseases and how individual health behaviors contribute to cardiovascular health or illness.
- Discuss how cancer develops, and strategies for its prevention and treatment.
- Explain chronic diseases, including individual health behaviors that contribute to prevention and methods of treatment.
- Explain the effects of drug use on individuals, families, and society as a whole.
- Explain the significance of alcohol use on individuals, families, and society as a whole.
- Explain the impact of tobacco use on both the individual and society.
- Explain preventative and emergency procedures that contribute to personal safety.
- Explain factors that affect the aging process and issues facing the elderly.
- Explain factors involved in the process of dying and grieving.
- Explain how environmental conditions influence individual health as well as strategies for preserving the environment.

Using the Materials

Using the workbook, *Student Course Guide for Journey to Health*

The *Student Course Guide for Journey to Health* is essential for successful completion of this course. It provides important information about each lesson such as which pages to read in the textbook and which videos to watch. In addition, it lists *focus points* to direct you to the critical concepts and ideas, and includes practice tests to help you evaluate your understanding of the material. Use this book as your guide!

Using the textbook, *An Invitation to Health*

The textbook describes the writing process and rhetorical devices. To do well in this course you must read the appropriate textbook pages listed in the *Student Course Guide for Journey to Health*.

What You Need to Do

A list of the course guidelines are located at the front of the Student Course Guide and consist of the following components: Overview, Lesson Goal, Lesson Learning Objectives, Lesson Assignment and Focus Points, Enrichment Activities, Practice Test, and Answer Key. They are designed to help you navigate this course to a successful completion. Before you begin each weeks work, review the lesson Guidelines in order to clarify what you are expected to learn from each lesson.

Evaluation and Grading

Examinations: There are four (4) written tests worth 100 points each. Each test will cover six to seven lessons and are composed of forty (40) multiple-choice and short answer questions. These questions are worth two points each for a possible 80 points. The two essay questions are worth ten points each for a possible 20 points.

Enrichment Activities: You will select and complete any *one* activity of your choice from the “Enrichment Activities” listed in *each* lesson of the Student Course Guide. Therefore, you will submit twenty-six “Enrichment Activities.” The Enrichment Activity will count as 20% (100 points) of your total grade. Guidelines for completing these assignments are as follows.

- If you complete a self-survey or self-assessment, do not submit the survey itself. Summarize what you learned about yourself from the survey.
- Assignments must be neat and legible. Typewritten assignments are preferred.
- Give attention to spelling, grammar, and punctuation.
- Each activity will be approximately half a page, no longer than a page.

Tests/Lessons in the Student Course Guide	Assessment	Points
Test 1 Lessons 1 to 7	Forty multiple choice and short answer questions (80 pts) Two essay questions (20 pts)	100
Test 2 Lessons 8 to 13	Forty multiple choice and short answer questions (80 pts) Two essay questions (20 pts)	100
Test 3 Lessons 14 to 20	Forty multiple choice and short answer questions (80 pts) Two essay questions (20 pts)	100
Test 4 Lessons 21 to 26	Forty multiple choice and short answer questions (80 pts) Two essay questions (20 pts)	100
Lessons 1 to 26 in the Student Course Guide	Twenty-six (26) Enrichment Activity (100 pts)	100
TOTAL		500

Your final Course Grade will be issued based on total points accumulated as follows:

Points	Percent	
500 – 450	100 – 90%	A
449 – 400	89 – 80%	B
399 – 350	79 – 70%	C
349 – 300	69 – 60%	D
299 or less	<60%	F

Completing the Writing Assignments

During the semester, you are required to complete twenty-six Enrichment Activities based on the Enrichment Activities sections in the *Student Course Guide*.

Follow these instructions when writing your papers.

- All writing assignments must be typewritten. The only exception to this is when your ship does not have a computer or printer. Please note that equipment was not available if you are turning in handwritten papers.
- Use a standard font (Courier, Helvetica, Times, or Arial) and font size of 12 pt.
- Double-space all writing assignments.
- Be sure to put your name on all pages of your assignments.
- Essay Writing Assignments should be two-to-three pages in length (500 to 750 words).
- Response to Reading Assignments should be two paragraphs in length (100 words).
- Writing assignments are NOT announced in the video lessons.
- Pay attention to spelling, grammar, and punctuation.
- **Submit your papers by way of your ESO.**

Academic Honesty

The purpose of the Student Code of Conduct is to provide guidelines for the educational environment of the college. Such an environment presupposes both rights and responsibilities. Disciplinary regulations at the college are set forth in writing in order to give students general notice of prohibited conduct. Students should be aware of disciplinary actions for all forms of academic dishonesty, including cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion. Your college catalog and the DCCCD catalog contain the entire Student Code of Conduct, which is also on the Internet at <http://www.dcccd.edu>. Click on Student Services, Code of Student Conduct.

Plagiarism

In any written paper, you are guilty of the academic offense known as plagiarism if you half-copy or copy the author's words. This results in an automatic "F" for the course. You cannot mix the author's words with your own or "plug" your synonyms into the author's sentence structure. To prevent unintentional borrowing, resist the temptation to look at the source as you write. The author's words, phrases, sentences must be put in your words, in your way of writing. When you do this, you are demonstrating the ability to comprehend.

Diversity

The course content and the course environment are dedicated to an understanding of and acceptance of all people. Disparaging remarks in relation to others' ethnic or racial background, sex, sexual orientation, age, disability, socioeconomic background, etc. will not be tolerated.

Assignment Calendar

It is crucial to plan out the time you have to complete your NCPACE course so that you have ample time to do all the required assignments for the course. When you attend a course on a campus, the professor usually supplies each student with a copy of a course syllabus that outlines what material will be covered in the class and what the student is expected to do to complete the course successfully. The *Student Course Guide for Journey to Health* and this NCPACE Student Materials are your syllabus. They will take you step by step through the course for which you enrolled.

In class, professors provide students with due dates for each assignment and exam. Because each command determines its own NCPACE term dates, it is impossible to give due dates. In addition, NCPACE courses are designed to be self-paced because each sailor knows his/her schedule best and is expected to complete the course at his/her personal comfort level so long as it falls between the term dates set by the command.

Please contact your NCPACE Point of Contact (POC) on board for your current semester dates.

Note: The following terms are used in the assignment calendar:

- Student Course Guide: *Student Course Guide for Journey to Health*
- Textbook: *An Invitation to Health*
- Video Programs: *MP4 download*

Weeks		Lessons and Chapters Covered	Your Responsibility
1, 2, 3	Student Course Guide	Lessons 1–7	Read Lessons 1–7 and complete the activities.
	Textbook	Read Chapters 1–7.	Read.
	Video Programs	Lessons 1–7.	View.
	Test	Take Test 1 and complete Enrichment Activities 1–7.	Schedule exam with NCPACE POC a few days before taking the exam.
4, 5, 6	Student Course Guide	Lessons 8–13.	Read Lessons 8–13 and complete the activities.
	Textbook	Read Chapters 8–10, 18, 19; review Chapter 2.	Read.
	Videos	Lessons 8–13.	View.
	Test	Take Test 2 and complete Enrichment Activities 8–13.	Schedule exam with NCPACE POC a few days before taking the exam.
7, 8, 9	Student Course Guide	Lessons 14–20	Read Lessons 14–20 and complete the activities.
	Textbook	Read Chapters 14–16; review Chapters 11 and 12.	Read.
	Video programs	Lessons 14–20	View.
	Test	Take Test 3 and complete Enrichment Activities 14–20.	Schedule exam with NCPACE POC a few days before taking the exam.
10,11,12	Student Course Guide	Lessons 21 – 26.	Read Lessons 21–26 and complete the activities.
	Textbook	Read Chapters 13, 19, 20; review Chapter 18.	Read.
	Video programs	Lessons 21–26.	View.
	Test	Take Test 4 and complete Enrichment Activities 21–26.	Schedule exam with NCPACE POC a few days before taking the exam.

A DCCCD CD Course adapted exclusively for delivery to the Navy College Program for Afloat College Education (NCPACE)
©2012–2013

R. Jan LeCroy for Educational Telecommunications, Dallas County Community College District

This publication is protected by copyright and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by means, electronic, mechanical, photocopying, recording or otherwise.

Educational opportunities are provided by the Dallas County Community College District without regard to race, color, age, national origin, religion, sex, or disability or sexual orientation.

The DCCCD is a Service member's Opportunity College – NAVY

The seven member colleges of the DCCCD are independently accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.