

Piedmont Final Project
NARRATIVE
Health Education, PE 101
Daniel D. Adame, Ph.D., MSPH

1. The Health Education – PE 101 course syllabus has been modified to include a course objective (# 3) related to a module of study on the environment, place and sustainability. The objective reads as follows:

Objective

“To augment students’ knowledge of and appreciation for the environment through learning activities designed to teach the concepts of “place and sustainability.”

Learning Activities

The PE 101 learning activities will include:

- Reading the assigned textbook chapter on “Environmental Health: Thinking Globally, Acting Locally”
- Attending a class lecture on “The Environment, Place and Sustainability”
- Viewing the film “An Inconvenient Truth”
- Completing the “Personal Improvement Project” (PIP), which will ask students to include an environmental component as part of the written improvement plan.

2. The “Personal Improvement Project” (PIP – see page 8)) within the course provides an additional venue to reflect the environmental module, requiring students to focus on a selected health behavior they wish to improve or alter over the course of the semester. Students are asked to explain how their selected behavior-change impacts the five dimensions of personal health -- physical, emotional, social, spiritual and environmental. A student, for example, working to improve his or her physical fitness, will be challenged to articulate how becoming more fit may have impacted physical well-being and emotions, mental health, spiritual awareness, and ultimately their environment, community and the world.

PE 101: FALL 2007 SYLLABUS
HEALTH EDUCATION:
WELLNESS AND LIFESTYLE MANAGEMENT
Department of Health, Physical Education, and Dance

Professor:

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Graduate Teaching Assistants:

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Purpose of the Course:

PE 101 is an introductory health education course designed to assist college students in developing an appreciation for personal health and well-being.

Course Objectives:

1. Increase students' knowledge of health and enhance their medical literacy.
2. Encourage students to become proactive participants in decisions affecting their quality of life.
3. Augment students' knowledge of and appreciation for the environment through learning experiences designed to teach concepts of "Place and Sustainability."

4. Guide students toward positive, voluntary health behaviors conducive to improved health and well-being.

Required Textbooks:

- 1) Donnatelle, R. (2005). *Health: The Basics*. 6th Edition, Emory University Package. Benjamin Cummings Publishing.
- 2) Shulman, N., Moses, E., & Adame, D.D. (1997). *Let's Play Doctor: Unlocking the Mysteries of the Physical Exam*. Athens, GA., Elliot & Fitzpatrick, Inc.

Required Websites:

<http://www.redlightwarningsignals.com>

<http://www.aw-bc.com/donatelle>

Optional Reading:

Shulman, N., Birge, J., & Joon, A. (1999). *Your Body's Red Light Warning Signals*. New York, NY. Dell Publishing.

ACCOMMODATIONS FOR DISABILITIES

In compliance with the Americans with Disabilities Act (ADA), The Dept of Health, Physical Education, and Dance is committed to providing reasonable accommodations to students with disabilities. Students in need of accommodations must present authorized medical documentation to the Office of Disability services (ODS), 110 Admin Bldg. Once registered with ODS, it is the student's responsibility to make an appointment with the instructor/PE 101 TA at the beginning of the semester to receive accommodations.

COURSE REQUIREMENTS AND ASSIGNMENTS

1. Lecture and Lab Attendance and Participation:

Attendance in both lectures and labs is required:

Students are allowed **one (1) unexcused absence from lecture** and **one (1) unexcused absence from lab without penalty**. Additional unexcused absences will result in the loss of 5 course-points for each absence incurred. Excused absences (e.g. religious observances or documented medical needs) from either lectures or labs should be discussed prior to class, if possible, with your TA.

Lab sections will meet weekly. Graduate students in the Masters of Public Health program from the Rollins School of Public Health will direct the labs. The graduate students will assist Dr. Adame in coordinating and conducting the course throughout the semester.

Participation in lab is designed to enable you to integrate the information from the readings, lectures, and personal life experiences. These sessions are intended to help you examine alternative viewpoints and clarify, through peer interaction, your own personal health values and attitudes. Your level of participation through group-interaction and contribution to group discussions as well as active listening will determine the “Lab Participation” portion of your course grade.

2. Seating in LECTURES:

- Please note that the far right and left back rows of White Hall 208 and Anthro 303 are reserved for the Graduate Teaching Assistants.
- **Attendance** will be taken by assigned seating. The seat students sit in for the second lecture of the semester will be used to create an assigned seating chart. Students **MUST** be sitting in their assigned seat in order to receive credit for attending the lecture. If there are any problems with the assigned seat, please advise a TA immediately so he/she can rectify the situation.
- In order to receive full credit for attendance in each lecture, students must be present for the **ENTIRE LECTURE**.

LAPTOP COMPUTERS:

Please note that laptops are not permitted in the course. Only students with permission from the instructor may bring approved laptops to class.

3. Tardy Policy for Lecture and Labs

Students arriving **10 MINUTES OR LATER** to lecture will be required to sit in the back of the lecture hall and will be counted as **ABSENT** for that lecture. Students arriving **10 MINUTES OR LATER** to a weekly lab session will have two points deducted from the total attendance score.

4. Exams:

All exams are **BYOP (BRING YOUR OWN PENCILS)**. Please bring at least two #2 pencils with you. No pencils will be provided at the exam.

Exams may include material from lectures, labs, and assigned readings. At least one week before each exam, a study guide will be distributed to students to help guide them in preparing for the test. There will be two examinations throughout the semester: Exam #1 will be administered in labs. Exam #2, although not cumulative, will be administered during the official Emory University final exam period:

Monday Lecture 1 (Section 002) Exam	Monday Lecture 2 (Section 000) Exam
#2:	#2:
Date: TBA	Date: TBA
Time:	Time:
Location: Anthro 303	Location: White Hall 208

Tuesday Lecture (Section 001) Exam #2:

Date: TBA

Time:

Location: White Hall 208

Note: Exam dates and times are **NON-NEGOTIABLE**. University policy mandates the final exam schedule. The only allowable reason to change an exam date is having more than two exams in one day. If you are unable to take an exam on the day scheduled, you should notify your TA at least three weeks in advance. *Dr. Adame will not approve students' requests for any changes in the PE 101 final examination schedule to accommodate travel or flight plans.*

Missed exams that have not been cleared in advance **MAY NOT BE MADE UP**. Excuses other than **medical/illness** or **personal** (e.g. death in the family) will rarely be honored as legitimate reasons to miss a scheduled exam. Out of town trips and job/graduate & professional school interviews are **NOT** excused reasons to miss an exam.

5. Research Inventories and Questionnaires:

Students enrolled in PE 101 may occasionally be invited to participate in research projects. Data collected are used to investigate your opinions, knowledge, and attitudes about various aspects of health and wellness. Your participation will always be **VOLUNTARY** and **CONFIDENTIAL**. Research protocols are approved by the Emory University's Institutional Review Board (IRB).

6. Assignments:

The Personal Improvement Plan (PIP) Project and an HIV/AIDS Reflection Paper are the required assignments for the course. Instructions and grading requirements for each assignment will be discussed in lab at least one week before each assignment is due and will also be posted on Learnlink.

Rewrite/Resubmission Policy:

In the event that a student is not satisfied with his/her grade on an assignment, the student may rewrite and resubmit the assignment to his/her TA. The assignment will be regraded, and the new grade will be used when calculating the final course grade. Rewrites **must** occur within one week of the day the assignments were returned and be accompanied by the original graded copy. Students may rewrite **no more than one** assignment over the course of the semester. Points deducted for late papers cannot be regained by rewriting and resubmitting.

7. Course Requirements and Grading:

Assignment	Percent of Total Grade	Points
Exam #1	30%	180
Exam #2	30%	180
Written Assignments	25%	150
<i>PIP Worksheets(2)</i>		<i>(15 points each)</i>
<i>PIP Papers (2), and HIV/AIDS Response Paper</i>		<i>(40 points each)</i>
Lecture and Lab Attendance	10%	60
Lab Participation	5%	30
Total	100	600

Final course grades will be available on OPUS when posted by the University Registrar's Office.

8. Grading Scale:

A = 93-100%	B+= 87-89%	C+ = 77-79%	D+ = 65-69%
A- = 90-92%	B = 83-86%	C = 73-76%	D = 60-64%
	B- = 80-82%	C- = 70-72%	F = <60%

9. EXTRA CREDIT OPTIONS:

Extra credit may be acquired during the semester through participation in pre-approved movie screenings and volunteer activities. Each volunteer opportunity and movie screening is worth 5 points. A **maximum** of **25** extra credit points may be earned.

Movies:

In order to receive extra credit, students *must attend the movie in its entirety* and complete a brief evaluation worksheet afterwards. Extra credit is only awarded for attending class showings of movies; extra credit will not be offered for viewing these movies individually. Some films are rated "R" and may contain content that may disturb some viewers. Films start at **6:00pm**. **Late admittance is not allowed.**

Movie	Date*	Topic
<i>Supersize Me</i>	TBA	Nutrition and Policy Implications
<i>The 24th Day</i>	TBA	HIV/AIDS
<i>An Inconvenient Truth</i>	TBA	Environmental Health
<i>Thank You for Smoking</i>	TBA	Tobacco and Policy Implications

* Note: Scheduled movie times are subject to change. Locations will be made at least 1 week prior to the movie screening.

10. Volunteer Emory Opportunities:

Extra credit may be earned through the following PE101 pre-approved Volunteer Emory (VE) Opportunities. Information about VE events and schedules may be found on the Volunteer Emory Learnlink Conference. These opportunities are:

- Medshare International
- Genesis Shelter
- Kashi Atlanta Arts
- Wesley Woods
- Ronald McDonald House

Note: Sign up on the Volunteer Emory Learnlink conference, under "Weekly Service Trips." You must sign up ahead of time to secure your place on the trip.

Volunteer Emory Special Events:

- Sexual Assault Awareness Week
- Body Image Awareness Week: TBA

In order to receive credit for any of these activities, students must bring a copy of the **PE 101 Service Credit Form** with them to the volunteer opportunity. Completed forms should be returned to the student's TA within two weeks of the opportunity to receive extra credit.

Please note that it is the prerogative of the course instructor to make alterations or changes to the syllabus or attendance policy at any time throughout the semester.

Students are responsible for all that is outlined in the syllabus and course schedule, and keeping a copy of all returned graded assignments.

**Good Luck this Semester!
The PE101 Teaching Staff**

NAME: _____

LAB: _____

PE 101 Personal Improvement Plan (PIP) Project

Overview of PIP Project

The purpose of the Personal Improvement Plan (PIP) Project is to provide students with the opportunity to increase their knowledge about a selected health topic and to encourage the personal modification of this health topic over the course of the semester.

*Examples of previous topics students have chosen are:**

Exercising more frequently; Eating more healthfully; Practicing stress management techniques; Quitting smoking; Having better sleep patterns; Using less alcohol or drugs; Practicing safer sex; Learning more about an illness one is predisposed to.

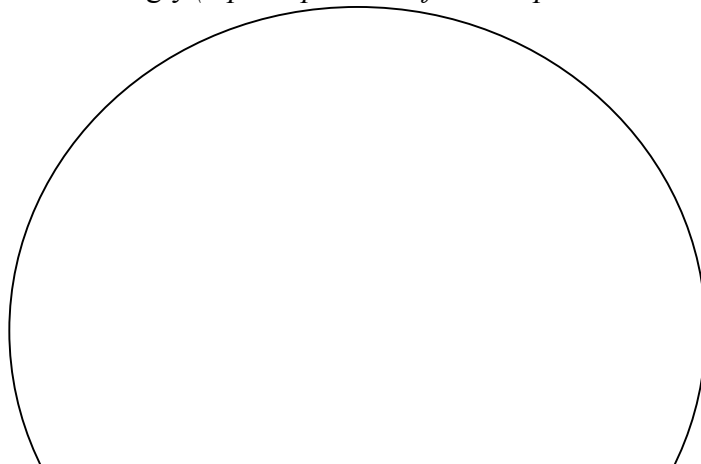
**Please note that the following topics are only examples; the health behavior you choose to improve is completely up to you. Please contact your lab TA if you have questions about what topic to address.*

The PIP Project will consist of a worksheet and two brief papers in which you will address different aspects of your health topic and give reports on progress towards your health goal. Directions will be provided for each assignment.

The Goal Setting Worksheet

The first component of the PIP Project is to brainstorm potential personal health improvement goals. Keep in mind that it is important to be personally invested and interested in improving this area of your health so that you remain motivated throughout the semester. Future assignments will ask you to research your goal and healthy ways to reach it, explain your reasons for choosing this health topic, to explore the role of this health topic in society, and to provide support for public policies relating to the topic. *(30 points total)*

A) Five Components of Health: Divide the circle below into five pieces, representing the five components of health (physical, social, emotional, spiritual and environmental) and label each piece accordingly *(1 point per identified component, 5 total points)*



B) Potential Goals: With the five components of health in mind, brainstorm ways in which you could improve your health in each area. Now formulate a potential personal health improvement goal for each component of health and give a brief description of each goal in the space provided below.

Remember to be specific when explaining your goal. For example, if you choose to eat more healthfully, explain what that will mean: Increasing fruit and vegetable intake? Decreasing the level of junk food consumed? Eating three balanced meals each day? Consider also the sources, or *places* where your food is grown and transported from. Is the food organically grown? Just saying that your goal is to eat more healthfully does not provide enough information. *(3.5 points per explanation of potential goal, 17.5 total points)*

1. Component of Health: PHYSICAL
Potential Health Improvement Goal:
2. Component of Health: SOCIAL
Potential Health Improvement Goal:
3. Component of Health: EMOTIONAL
Potential Health Improvement Goal:
4. Component of Health: SPIRITUAL
Potential Health Improvement Goal:
5. Component of Health: ENVIRONMENTAL
Potential Health Improvement Goal:

C) Goal Selection: Now that you have brainstormed various ways to improve your health, choose one of the goals you've described above as your PIP goal for this semester. *(1.5 points total)*

PIP Semester Goal:

D) Goal Benefits: Below, explain why you chose this goal by describing **three benefits** you expect to gain by working towards it. Remember to consider how your goal could benefit the various components of your health. *(2 points per benefit, 6 points total)*

Benefit #1:

Benefit #2:

Benefit #3: