

**Azusa Pacific University  
Department Of Physical Education  
Health Education  
Fall 2012 Course Syllabus**

**Azusa Pacific University Mission Statement**

*Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life. (APU Course Catalog)*

**Department of Exercise & Sport Science Mission Statement**

*The Exercise & Sport Science Department of Azusa Pacific University endeavors to equip the student with knowledge, skills and abilities through quality academic and experiential learning. The goals of the applied exercise science, athletic training, and physical education curricula include preparing students for successful certification or credentialing by equipping them with the capacity to enhance their own knowledge through life-long learning, to contribute to their chosen field through professional service, and to serve others with a Christ-like attitude. The department is committed to providing a well-rounded education through teaching that is informed by scholarly practice and exceptional real-world experiences necessary for student success.*

**INSTRUCTOR:** Leslie Wickman, Ph.D.                      **E-mail:** lwickman@apu.edu  
**COURSE:** PE 240, Health Education                      **2 Units**  
Fall 2012                                                                      **Meeting Time: Wednesday, 7-9pm**

**COURSE DESCRIPTION:**

This course focuses on the development of the whole-person concept, which includes mental, emotional, social, spiritual and physical health practices. This integration includes the study of such topics as stress, diet, nutrition, communicable and chronic diseases, alcohol and drug abuse, lifestyles, childbirth, physical fitness, and environmental health.

**REQUIRED TEXT:**

Walters, P., & Byl, J. (2008). *Christian Paths to Health and Wellness*. Human Kinetics, Inc.

**STUDENT LEARNING OUTCOMES:** *At the end of this semester the student will be able to:*

1. Demonstrate a knowledge and understanding of biblical reasons to value their wellness and to articulate God's purpose for their own life's mission.
2. Prove their understanding of physical wellness, including weight management, fitness principles, body composition, and nutrition.
3. Articulate key principles for and an understanding of creating and managing emotional wellness.
4. Develop a comprehensive strategy to maintain personal wellness in a relationship with God.

## COURSE POLICIES:

1. Class attendance is of paramount importance. Students are expected to read assigned materials prior to coming to class. In-class work **cannot** be made up unless instructor is informed ahead of time that student will be absent or you have a doctor's note.
2. Assignments turned in late without prior permission from the instructor will be decreased by 30%.
3. Students are responsible for adapting to any announcements in class concerning changes in due dates, examinations, and schedules.
4. Please do not disturb the learning of others – no phones in class; computer use for classroom purposes only.
5. Academic Integrity Policy:

*The mission of Azusa Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and an instructor but rather as an act which is fundamentally inconsistent with the purpose and mission of the entire university. A complete copy of the Academic Integrity Policy is available in the Office of Student Life, the Office of the Vice Provost for Undergraduate Programs, and online*

6. "Academic Integrity - The maintenance of academic integrity and quality education is the responsibility of each student at APU. Cheating or plagiarism in connection with an academic program is an offense for which a student may be expelled, suspended, or given a less severe disciplinary action. Academic dishonesty is a serious offense which diminishes the quality of scholarship and defrauds those who depend upon the integrity of the educational system.

Academic dishonesty includes:

Cheating: Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

- a. Students completing any examination should assume that external assistance (e.g. books, notes, calculator, conversations with others) is prohibited unless specifically authorized by the instructor.
- b. Students may not allow others to conduct research or prepare work for them without advanced authorization from the instructor.
- c. Substantial portions of the same academic work may not be submitted for credit in more than one course without authorization.

Fabrication: Intentional falsification or invention of any information or citation in an academic exercise.

Facilitating academic dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism: Intentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise." (Source: APU Student Handbook)

Any student in this course who has a disability that might prevent him/her from fully demonstrating his/her abilities should meet with an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss Accommodations that may be necessary to ensure his/her full participation in the Course.

7. You may petition for an incomplete only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. There may be a 30% reduction of each assignment missing.

## COURSE REQUIREMENTS:

- 1) Meet attendance policy and participate in class discussions.
- 2) Read assigned chapters.
- 3) Prepare & deliver in-class health-related devotional:  
Prepare and present to the class a health-related devotional reflection. This could consist of reflections on a scripture passage, an observation of how healthy living inspires worship, or another connection between health and faith (1 page).
- 4) Health & Wellness Trek Team Reflection Summary (due Week 4).  
Collect and summarize “6 Aspects of Wellness” 10-point scale self-evaluation data from their trek-mates for the “SOSPIE” aspects (Social, Occupational, Spiritual, Physical, Intellectual, Emotional) (1 page).
- 5) Personal Mission Statement/Family of Origin Paper (due Week 5):  
Write a paper outlining his/her personal mission statement, including a description of developmental impacts from the family of origin, as well as a wellness profile maintenance plan (2-3 pages).
- 6) Nutrition Journal Assignment (due Week 9).  
Submit a 3-day food journal, including pre- and post- meal feelings, nutritive content of food eaten, and a reflective paragraph on lessons learned (1 page).
- 7) Health Issue Research Report (due Week 10).  
Select a specific health issue (e.g., high cholesterol, high blood pressure, diabetes, obesity, arthritis, osteoporosis, etc.) and write a short research paper summarizing causes and symptoms, and outlining steps to healthier living (5 pages).
- 8) Stress Management Plan (due Week 11).  
Identify and prioritize sources of stress, evaluate his/her usual responses to stress, identify stress management techniques, and submit a personalized stress management plan (2-3 pages).
- 9) Organize & report on Weekly Exercise Group (due Week 12).  
Organize a weekly exercise/ activity group (e.g., hiking, biking, swimming, stretching, volleyball, etc.) and write a report on the group’s progress over the semester (1 page).
- 10) Wellness Journal (due Week 14).  
Make weekly entries into a Wellness Journal, which will be a record of the personal responses you have to the topics presented in class. These entries should also reflect your efforts to work on attempting to change or improve on your fitness behaviors. Your final wellness journal entry is to be a short summary of the “6 Aspects of Wellness” applied to your own life. It will also include a section in which you indicate several health/wellness goals (7-10 pages).
- 11) “My View on Relationships” Paper (due Week 14).  
Write a paper discussing your view of personal relationships. Include considerations of personality types, culture, values, spirituality, morality, ethics, integrity, commitment, love, etc. (2-3 pages).
- 12) Final Exam.

## COURSE EVALUATION:

### Maximum Points Possible

Class Attendance/Participation	50
Health Devotional	50
Health & Wellness Trek Summary	50
Personal Mission Statement/FOO	100
Nutrition Journal Assignment	50
Health Issue Research Report	200
Stress Management Plan	100
Weekly Exercise Group Report	50
Wellness Journal	200
Relationships Paper	100
Final Exam	50
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*Examples of grading criteria for assignments and final grade:*

- A** Superior knowledge regarding details, assumptions, implications, history; superior thinking with information relevant to application, critique, and relationship to other information.
- B** More than adequate knowledge regarding technical terms, distinctions, and possesses an ability to use information.
- C** Basic knowledge needed to function and carry on learning regarding major principles, central terms, major figures, also possesses an awareness of field or discipline.
- D** Serious gaps in knowledge, confusion of concepts and categories, inability to recall basic information.
- F** Absence of knowledge, incapable of carrying on a conversation about the subject, misunderstands most concepts, confuses all categories

Example of grading scale for the course:

93-100=A	83-86=B	73-76=C	63-66=D
90-92=A-	80-82=B-	70-72=C-	60-62=D-
87-89=B+	77-79=C+	67-69=D+	0-59=F

*Azusa Pacific University, in compliance with Title VI and VII of the Civil Rights Acts of 1964 and Title IX of the Educational Amendments of 1972, does not discriminate on the basis of race, color, national origin, gender, age, disability, status as a veteran, or any other characteristic protected by law in any of its policies, practices, or procedures. In compliance with Section 504 of the Rehabilitation Act of 1973, Azusa Pacific University does not discriminate on the basis of disability in the recruitment and admission of students, or in the operation of any of its programs and activities, as specified by federal laws and regulations.*

## **COURSE SCHEDULE OUTLINE**

- Week 1: Course Introduction; Syllabus
- Week 2: Chapter 1: Valuing Wellness
- Week 3: Trek 1 Assignment: Health & Wellness Trek Team Reflection
- Week 4: Chapter 2: Purpose & Value; Health & Wellness Trek Team Reflection Due
- Week 5: Chapter 3-4: Body Image/Eating Disorders/Weight Control; Mission Statement/FOO Paper Due
- Week 6: Chapter 5-7: Exercise
- Week 7: Lifelong Fitness
- Week 8: Chapter 8: Nutrition
- Week 9: Chapter 9: Stress; Nutrition Journal Due
- Week 10: Chapter 10: Sleep & Rest; Health Issue Research Report Due
- Week 11: Chapter 11: Relationships; Stress Management Plan Due
- Week 12: Healthy Aging – Our Parents & Ourselves; Weekly Exercise Group Report Due
- Week 13: Thanksgiving Break
- Week 14: Wrap-Up; Wellness Journal & Relationships Paper Due
- Week 15: Final Exam

## Wellness Academic Resources:

[Loyalties in clinical research on drugs: The case of hormone replacement therapy.](#) (eng; includes abstract) By *PalmIund I*, *Social Science & Medicine* (1982) [Soc Sci Med], 2006 Jul; Vol. 63 (2), pp. 540-51; PMID: 16490295.

[Cancer incidence in Montana rates for American Indians exceed those for whites.](#) (eng; includes abstract) By Harwell TS, *American Journal Of Preventive Medicine* [Am J Prev Med], 2006 Jun; Vol. 30 (6), pp. 493-7; PMID: 16704943.

[Medical use, illicit use, and diversion of abusable prescription drugs.](#) (eng; includes abstract) By McCabe SE, *Journal Of American College Health: J Of ACH* [J Am Coll Health], 2006 Mar-Apr; Vol. 54 (5), pp. 269-78; PMID: 16539219.

[Differences between actual and perceived student norms: an examination of alcohol use, drug use, and sexual behavior.](#) (eng; includes abstract) By Martens MP, *Journal Of American College Health: J Of ACH* [J Am Coll Health], 2006 Mar-Apr; Vol. 54 (5), pp. 295-300; PMID: 16539222.

[Drunk in public, drunk in private: the relationship between college students, drinking environments and alcohol consumption.](#) (eng; includes abstract) By Clapp JD, *The American Journal Of Drug And Alcohol Abuse* [Am J Drug Alcohol Abuse], 2006; Vol. 32 (2), pp. 275-85; PMID: 16595328.

[Psychosocial correlates of recreational ecstasy use among college students.](#) (eng; includes abstract) By Sim T, *Journal Of American College Health: J Of ACH* [J Am Coll Health], 2005 Jul-Aug; Vol. 54 (1), pp. 25-9; PMID: 16050325.

[Alcohol use disorders among US college students and their non-college-attending peers.](#) (eng; includes abstract) By Slutske WS, *Archives Of General Psychiatry* [Arch Gen Psychiatry], 2005 Mar; Vol. 62 (3), pp. 321-7; PMID: 15753245.

[Stress, self-esteem, and suicidal ideation in late adolescents.](#) (eng; includes abstract) By Wilburn VR, *Adolescence* [Adolescence], 2005 Spring; Vol. 40 (157), pp. 33-45; PMID: 15861616.

[Weight changes, exercise, and dietary patterns during freshman and sophomore years of college.](#) (eng; includes abstract) By Racette SB, *Journal Of American College Health: J Of ACH* [J Am Coll Health], 2005 May-Jun; Vol. 53 (6), pp. 245-51; PMID: 15900988.

[Assessing overweight, obesity, diet, and physical activity in college students.](#) (eng; includes abstract) By Huang TT, *Journal Of American College Health: J Of ACH* [J Am Coll Health], 2003 Sep-Oct; Vol. 52 (2), pp. 83-6; PMID: 14765762.

[The impact of stress on academic success in college students.](#) (eng; includes abstract) By Murff SH, *The ABNF Journal: Official Journal Of The Association Of Black Nursing Faculty In Higher Education, Inc* [ABNF J], 2005 Sep-Oct; Vol. 16 (5), pp. 102-4; PMID: 16268204.

[College students' motivation for physical activity: differentiating men's and women's motives for sport participation and exercise.](#) (eng; includes abstract) By Kilpatrick M, *Journal Of American College Health: J Of ACH* [J Am Coll Health], 2005 Sep-Oct; Vol. 54 (2), pp. 87-94; PMID: 16255320.

[Predictors of health behaviours in college students.](#) (eng; includes abstract) By Von Ah D, *Journal Of Advanced Nursing* [J Adv Nurs], 2004 Dec; Vol. 48 (5), pp. 463-74; PMID: 15533084.

[Diet of adolescents with and without diabetes: Trading candy for potato chips?](#) (eng; includes abstract) By Helgeson VS, *Diabetes Care* [Diabetes Care], 2006 May; Vol. 29 (5), pp. 982-7; PMID: 16644624.