



Kinesiology and Health Instructional Program

KINE 1304 – Personal/Community Health

CRN 19173 – Fall 2018

Fraga East Side

3 Credit Hours/48 Contact Hours per Semester/Regular Term

Instructor contact Information and Preferred Method of Contact	Brian “Iceman” Jenison brian.jenison@hccs.edu 713-847-4809 Canvas Inbox (preferred method of contact) Students can expect a response from me within 24 hours.
Office Location and Hours	EECHS Campus ,Office hours 12:30 – 2:00 pm MW Office location and hours <i>Please feel free to contact me concerning any problems that you are experiencing in this course. You do not need to wait until you have received a poor grade before asking for my assistance. Your performance in my class is very important to me. I am available to hear your concerns and just to discuss course topics.</i>
Course Location/Times	Fraga RM 250/ 8:00 – 9:30 MW
Course Semester Credit Hours (SCH) (lecture, lab) If applicable	3 Credit Hours
Total Course Contact Hours	48-depends on length of class
Course Length (number of weeks)	Sixteen Weeks
Type of Instruction	Face to Face
Course Description	This course provides an introduction to the fundamentals, concepts, strategies, applications, and contemporary trends related to understanding personal and/or community health issues. This course also focuses on empowering various populations with the ability to practice healthy living, promote healthy lifestyles, and enhance individual well-being. This course fulfills the New Core 2014 requirement under the Component Area Option.
Course Prerequisite(s)	<ul style="list-style-type: none">• EDUC 1300• ENGL 0310

- ENGL 0349

KINE Program Objectives

The student will be able to:

1. Perform physical skills to improve and enhance cardio-respiratory, strength, endurance, flexibility, and/or balance as measured with a departmental field exam.
2. Develop broad content knowledge within the discipline of health/physical education associated with good health management, health risks and/or disease prevention.
3. Demonstrate an understanding of basic safety/emergency procedures.
4. Conduct a personal wellness appraisal and utilize data results to determine potential health impacts and appropriate intervention activities.

Course Student Learning Outcomes (SLO):

The student will be able to:

1. Evaluate the dimensions of health and how they relate to personal and community wellness.
2. Explain the importance of nutrition, a healthy lifestyle, and staying physically active in preventing premature disease and promoting wellness.
3. Describe the leading health problems, trends, and needs of diverse populations.
4. Identify major agencies, foundations, and associations supporting community health at local, state, national and international levels and data tools and resources.
5. Evaluate sources of health information, including the internet, to determine reliability.
6. Develop, and implement a plan of healthy behavior to meet personal and community needs to enhance quality of life.

Learning Objectives

The student will be able to:

- 1.1 Discuss wellness as a health goal.
- 1.2 Describe personal methods for achieving wellness through lifestyle management.
- 1.3 Describe and apply techniques for managing stress.
- 1.4 List common sources of personal stress.
- 1.5 Describe what psychological health means to you.
- 1.6 Describe the types of help available for psychological problems.
- 1.7 Explain elements of healthy and productive communication.
- 1.8 Explain the qualities that help people develop intimate relationships.
- 1.9 List factors that influence your personal wellness.
- 1.10 Discuss approach to personal, responsible contraception.
- 1.11 Discuss how culture/religion play a part in your view of contraception.
- 1.12 Discuss views on when and where contraception should be introduced.
- 1.13 Discuss strategies for protecting yourself from sexually transmitted infections.
- 2.1 Explain the components of an active-lifestyle.
- 2.2 Define physical fitness.
- 2.3 Explain strategies for staying on track with an exercise program.
- 2.4 Describe the benefits of exercise.
- 2.5 Discuss methods of assessing body weight and body composition.
- 2.6 Describe lifestyle factors associated with successful weight management.
- 2.7 List the steps you can take to protect yourself against cardiovascular disease.

- 2.8 Explain how to make informed choices about foods.
- 2.9 List the components of a healthy diet.
- 2.10 Analyze your personal caloric intake and caloric expenditure.
- 2.11 Explain how current lifestyle choices will impact your future health.
- 3.1 Discuss the practices of Conventional medicines vs Complementary medicine.
- 3.2 Present leading health problems.
- 3.3 Discuss health trends.
- 3.4 Identify needs of diverse populations.
- 4.1 Discuss the social issues/needs of organizations in your community that need help.
- 4.2 Identify the broader impact of the issues organizations face regionally, nationally and /or globally.
- 4.3 Explain experiences/understandings of other cultures within the community.
- 4.4 Describe personal experiences of working with other cultures that expand your awareness of the elements and biases in your own culture.
- 4.5 Explore an approved community organization as a volunteer/participant.
- 4.6 Create a picture collage of your experience at the approved community organization.
- 5.1 Assess sources of reliable health information.
- 5.2 Determine reliability of health sources within the internet.
- 6.1 Identify a plan for healthy behavior to meet person and community needs.
- 6.2 Discuss how a healthy behavior plan of personal and community needs correlates to one's life.
- 6.3 Describe how you will continue to support your community with a healthy behavior plan.

**Core Curriculum
Statements:**

Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

Students enrolled in this core curriculum course will complete several essays, including at least one oral presentation, designed to cultivate the following core objectives:

- **Critical Thinking Skills** — to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills** — to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Quantitative and Empirical** — to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Social Responsibility** — to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Student proficiency in Communication and Critical Thinking skills will be assessed through written, oral, and manual demonstration of skills needed

for an emergency situation. Student proficiency in Quantitative and Empirical Literacy will be assessed through a series of essay questions. Social Responsibility will be assessed by a 500-word reflection paper about their civic responsibilities.

**Course
Calendar**

Week 1: Aug. 27 to Sept. 2	<ul style="list-style-type: none"> • Read Chapter 1 (textbook) • Read Chapter 1 Outline • View Chapter 1 PowerPoint • Read Intro to Dimensions of Health/Wellness Essay • Contribute to Wellness Goals Discussion
Week 2: Sept. 3 to Sept. 9	<ul style="list-style-type: none"> • Read Chapter 2 (textbook) • Read Chapter 2 Outline • View Chapter 2 PowerPoint • Begin working on Dimensions of Health/Wellness Essay
Week 3: Sept. 10 to Sept. 16	<ul style="list-style-type: none"> • Read Chapter 3 (textbook) • Read Chapter 3 Outline • View Chapter 3 PowerPoint • Continue working on Dimensions of Health/Wellness Essay
Week 4: Sept. 17 to Sept. 23	<ul style="list-style-type: none"> • Read Chapter 4 (textbook) • Read Chapter 4 Outline • View Chapter 4 PowerPoint • Submit Dimensions of Health/Wellness Essay • Take Exam 1: Chapters 1 - 4
Week 5: Sept. 24 to Sept. 30	<ul style="list-style-type: none"> • Read Chapter 5 (textbook) • Read Chapter 5 Outline • View Chapter 5 PowerPoint • Read Intro to Community Outreach Project
Week 6: Oct. 1 to Oct. 7	<ul style="list-style-type: none"> • Read Chapter 6 (textbook) • Read Chapter 6 Outline • View Chapter 6 PowerPoint • Contribute to Views on Contraception • Begin working on Community Outreach Project
Week 7: Oct. 8 to Oct. 14	<ul style="list-style-type: none"> • Read Chapter 7 (textbook) • Read Chapter 7 Outline • View Chapter 7 PowerPoint • Continue working on Community Outreach Project
Week 8: Oct. 15 to Oct. 21	<ul style="list-style-type: none"> • Read Chapter 8 (textbook) • Read Chapter 8 Outline • View Chapter 8 PowerPoint • Submit Community Outreach Project • Take Exam 2: Chapters 5 - 8

Week 9: Oct. 22 to Oct. 28	<ul style="list-style-type: none"> • Read Chapter 9 (textbook) • Read Chapter 9 Outline • View Chapter 9 PowerPoint • Read Intro to Quantitative/Empirical Essay/Fitness Analysis
Week 10: Oct. 29 to Nov. 4	<ul style="list-style-type: none"> • Read Chapter 10 (textbook) • Read Chapter 10 Outline • View Chapter 10 PowerPoint • Contribute to Components of an Active Lifestyle • Begin working on Quantitative/Empirical Essay/Fitness Analysis
Week 11: Nov. 5 to Nov. 11	<ul style="list-style-type: none"> • Read Chapter 11 (textbook) • Read Chapter 11 Outline • View Chapter 11 PowerPoint • Continue working on Quantitative/Empirical Essay/Fitness Analysis
Week 12: Nov. 12 to Nov. 18	<ul style="list-style-type: none"> • Read Chapter 12 (textbook) • Read Chapter 12 Outline • View Chapter 12 PowerPoint • Submit Quantitative/Empirical Essay/Fitness Analysis • Take Exam 3: Chapters 9 - 12
Week 13: Nov. 19 to Nov. 25	<ul style="list-style-type: none"> • Read Chapter 13 (textbook) • Read Chapter 13 Outline • View Chapter 13 PowerPoint • Read Chapter 14 (textbook) • Read Chapter 14 Outline • View Chapter 14 PowerPoint • Read Chapter 15 (textbook) • Read Chapter 15 Outline • View Chapter 15 PowerPoint • Contribute to Sexually Transmitted Infections • Read Intro to Oral Presentation
Week 14: Nov. 26 to Dec. 2	<ul style="list-style-type: none"> • Read Chapter 16 (textbook) • Read Chapter 16 Outline • View Chapter 16 PowerPoint • Contribute to Conventional/Complementary Medicine • Begin working on Oral Presentation
Week 15: Dec. 3 to Dec. 9	<ul style="list-style-type: none"> • Read Chapter 17 (textbook) • Read Chapter 17 Outline • View Chapter 17 PowerPoint • Submit Oral Presentation • Take Exam 4: Chapters 13 - 17
Week 16: Dec. 10 to Dec. 15	<ul style="list-style-type: none"> • Submit Final Essay

Instructional Methods

As an instructor, I want my students to be successful. I feel that it is my responsibility to provide you with knowledge concerning your Personal Health in the field of Kinesiology and Exercise Science.

As I believe that engaging the students in the learning is essential for teaching to be effective, you will spend the majority of class time involved in engaging activities. You will be involved in discussions with your classmates and your instructor, along with Assignments and Exams from information obtained from your Textbook.

Student Assignments

Assignments have been developed that will enhance your learning. To better understand a topic, you will be given assignments on key information that you will need to remember for your success in this class. Students will be required to successfully complete the following:

Start Here Activities:

There are two activities that need to be completed within the Start Here module.

Assignments:

There will be five total assignments; all of them are specific to Core Requirements. Dimensions of Health/Wellness, Community Outreach Project, Quantitative-Empirical Essay/Fitness Analysis, Oral Presentation and Final Essay are worth 100 points each (total of 500 points).

Discussions:

There will be four discussion questions throughout this course. They are worth 25 points each (total of 100 points).

Exams:

There are 4 exams that cover 17 chapters and are worth 100 points each (total of 400 points).

Student Assessment(s)

Start Here Activities (2)	Complete/Incomplete
Assignments (5)	500 points
Discussions (4)	100 points
Exams (4)	400 points

Instructor's Requirements

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through class activities, discussions, and lectures
- Description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness and make up
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students as needed
- Assessment grades will be posted no later than one week after the due date

To be successful in this class, it is the student's responsibility to:

- Attend class and participate in class discussions and activities
- Read and comprehend the course materials
- Complete the required assignments and exams
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts and all assignments

Program/Discipline Requirements

Make Up Policy:

Make-up tests are not provided. However, for an unforeseen extenuating circumstance, you must explain why and request a make-up test **in writing**, through the Canvas Inbox. You will receive a score of zero for an unexplained or unexcused missed test, and I reserve the right to disqualify your excuse.

Makeup tests are given **only** in cases of documented illness, legal cases, or other extenuating circumstances, **not** just because you haven't studied. Makeup tests **must** be arranged by you, and you should contact me **through the Canvas Inbox** to excuse your absence, **no later than** the next week day after the test deadline or at the end of your emergency.

HCC Grading Scale:

The HCC grading scale is:

A = 100 – 90	4 points per semester hour
B = 89 – 80	3 points per semester hour
C = 79 – 70	2 points per semester hour
D = 69 – 60	1 point per semester hour
59 and below = F	0 points per semester hour
FX (Failure due to non-attendance)	0 points per semester hour
IP (In Progress)	0 points per semester hour
W (Withdrawn)	0 points per semester hour
I (Incomplete)	0 points per semester hour
AUD (Audit)	0 points per semester hour

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses.

To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP", "W", "AUD", "COM" and "I" do not affect GPA.

Incompletes

The grade of "I" (Incomplete) is conditional. A student receiving an "I" must arrange with the instructor to complete the course work within six months of the end of the incomplete term. After the deadline, the "I" becomes an "F." Upon completion of the coursework, the grade will be entered as I/grade on the student transcript. All "I"s must be changed to grades prior to graduation.

Instructor Grading Criteria

Your instructor will conduct discussions, exams, and assignments that you can use to determine how successful you are at achieving the course learning outcomes (mastery of course content and skills) outlined in the syllabus. If you find you are not mastering the material and skills, you are encouraged to reflect on how you study and prepare for each class. Your instructor welcomes a dialogue on what you discover and may be able to assist you in finding resources on campus that will improve your performance.

Total of 1000 points:

1000-900 = A
899-800 = B
799-700 = C
699-600 = D
below 599 = F

Instructional Materials

Connect Core Concepts in Health, 15th Brief Ed., ISBN # 9781259702747
(required – can be accessed at the following libraries: Stafford, Central,
Spring Branch and Southeast)

Personal Computer to complete assignments; Excuses for not having access to the Internet or Computer are not accepted for this course as it is an on-line course and students are expected to have their own computer.

HCC Policy Statement:

ADA, Academic Honesty,
Student attendance, 3-
peater, Withdrawal Deadline

Access Student Services Policies on their Web site:

<http://www.hccs.edu/resources-for/current-students/student-handbook/>

**HCC Policy Statement:
Sexual Misconduct**

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross
Director EEO/Compliance
Office of Institutional Equity & Diversity
3100 Main
(713) 718-8271
Houston, TX 77266-7517 or Houston, TX 77266-7517 or
Institutional.Equity@hccs.edu

Basic Needs

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable us to provide any resources that HCC may possess.

Campus Carry

“At HCC the safety of our students, staff, and faculty is our first priority. As of August 1, 2017, Houston Community College is subject to the Campus Carry Law (SB11 2015). For more information, visit the HCC Campus Carry web page at <http://www.hccs.edu/departments/police/campus-carry/>

**HCC Online and/or
Continuing Education
Policies**

Access HCC Online Policies on their Web site:

All students are responsible for reading and understanding the HCC Online Student Handbook, which contains policies, information about conduct, and other important information. For the HCC, Online Student Handbook click on the link below or go to the HCC Online page on the HCC website.

The HCC Online Student Handbook contains policies and procedures unique to the online student. Students should have reviewed the handbook as part of the mandatory orientation. It is the student's responsibility to be familiar with the handbook's contents. The handbook contains valuable information, answers, and resources, such as HCC Online contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars. Refer to the HCC Online Student Handbook by visiting this link:

<http://www.hccs.edu/media/houston-community-college/distance-education/student-services/HCC-Online-Student-Handbook.pdf>

**EGLS3 - Evaluation for
Greater Learning
Student Survey System**

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time near the end of the term, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and department chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.