

Personal & Community Health --- PHED 1304 (CRN56099)
(2nd 8 weeks)

Evaluation/Syllabus/Overview

A detailed lesson schedule and syllabus will be available on the official homepage in Blackboard.

You must log on before the official day of record or you will be withdrawn from the course. This is usually the THIRD day!

Professor: Brian Jenison, M.Ed.

Telephone: 713-847-4809

Email: ALWAYS through the distance education home page (e-mail) or brian.jenison@hccs.edu in case of emergency.

Required Textbook: Core Concepts in Health, by Insel, Roth

12th edition BRIEF, McGraw-Hill, □ ISBN-10: 0073404675 or ISBN-13: 9780073404677. (Be sure to purchase a Brief edition)

The book may also be purchased electronically through Course Smart

<http://www.coursesmart.com/search>

Goals: This course fulfills the cross-cultural requirement. There are no prerequisites. College level work is expected.

Purchase or recycle a 3-ring binder and dividers. You will be compiling a portfolio of the assignments on the course syllabus. As you complete each set of assignments or activities, print it or save it to your computer. Prior to the due date indicated in the syllabus, you should put all your assignments in order in a three-ring binder and submit them for grading. You must physically deliver them or mail your notebook to me at the Eastside HCC Campus, **Felix Fraga Academic Building. 301 N. Drennan Houston, Texas 77003, 713-718-2800 by the due date.** Late assignments will be assessed a 50 point per day penalty. So if you use the mail, do it early. You are also responsible for picking your notebook up or sending a self-addressed postage paid envelope so it may be mailed to you.

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Student Learning Outcomes

- 1. Students will explain the importance and implications of personal decision making and how it relates regarding their gender, ethnicity, income, family history, and environment on health.**
- 2. Students will become aware of all dimensions of wellness and how to apply them to their individual lives.**
- 3. Students will implement and describe strategies that people can take to protect environmental resources within their communities and how culture/education can affect these.**

BLACKBOARD STUDENT USER ID

Your Blackboard login user ID will be your HCC User ID (sometimes referred to as the “W” number). All HCC students have a unique User ID. If you do not know your User ID you can look it up by visiting the HCC home page:

- From www.hccs.edu, under the column “CONNECT”, click on the “Student System Sign In” link
- Then click on “Retrieve User ID” and follow the instructions.

Or use the direct link to access the Student Sign In page:

<https://hccsaweb.hccs.edu:8080/psp/csprd/?cmd=login&languageCd=ENG>

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The default student password is “distance.” Students will then be prompted to change their password after their first login. Please visit the Distance Education Technical Support website if you need additional assistance with your login.

DISTANCE EDUCATION (DE) ADVISING AND COUNSELING SERVICES Much DE student information can be found on the DE Student Services website: de.hccs.edu. Advising or counseling can be accomplished through our online request form AskDECounseling. Counselors and Student Services Associates (SSA) can assist students with admissions, registration, entrance testing requirements, degree planning, transfer issues, and career counseling. In-person, confidential sessions can also be scheduled to provide brief counseling and community referrals to address personal concerns affecting academic success.

ASKDECOUNSELING FORM

AskDECounseling is a student services online help form. This is the best and quickest way for students to get accurate assistance with DE registration, enrollment, advising, and counseling. The online help form is simple to fill out, convenient, and readily accessible through the internet. Students do not have to travel to campus sites, leave work, or wait in an office or lobby to receive assistance. Upon submission, student requests are answered in the order they are received.

EARLY ALERT

HCC has instituted an Early Alert process by which your professor may “alert” you and DE counselors that you might fail a class because of excessive absences and/or poor academic performance. A counselor will then reach out to you to discuss your progress and offer any relevant resources. This initiative is designed to provide students with support services and resources to assist them in successfully completing their course.

HCC COURSE WITHDRAWAL POLICY

Beginning Fall 2007, the State of Texas imposes penalties on students who withdraw/drop courses excessively. Students are limited to no more than SIX total course withdrawals throughout their educational career at a Texas public college or university. Students are encouraged to review the HCC 6 Drop Policy.

To help you avoid having to withdraw from any class, contact your DE professor regarding your academic performance. You may also want to contact your DE counselor to learn about helpful HCC resources (e.g. online tutoring, child care, financial aid, job placement, etc.).

HOW TO DROP

If a student decides to withdraw from a class upon careful review of other options, the student can withdraw online prior to the deadline through their HCC Student Center.

HCC and/or professors may withdraw students for excessive absences without notification (see Class Attendance below).

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Students should check HCC's Academic Calendar by Term for withdrawal dates and deadlines. Classes of other duration (flex-entry, 8-weeks, etc.) may have different final withdrawal deadlines. Please contact the HCC Registrar's Office at 713.718.8500 to determine mini-term class withdrawal deadlines.

CLASS ATTENDANCE

As stated in the HCC Catalog, all students are expected to attend classes regularly. Students in DE courses must log into their Blackboard class or they will be counted as absent. Just like an on-campus class, your regular participation is required. Although it is the responsibility of the student to withdraw officially from a course, the professor also has the authority to block a student from accessing Blackboard, and/or to withdraw a student for excessive absences or failure to participate regularly. DE students who do not log into their Blackboard class before the Official Day of Record will be automatically dropped for non-attendance. Completing the DE online orientation does not count as attendance.

DISABILITY SERVICES

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Support Services Office at the beginning of each semester. Professors are authorized to provide only the accommodations requested by the Disability Support Services Office.

DE students who are requesting special testing accommodations may choose the most convenient DSS office for assistance each semester:

District ADA Coordinator – Donna Price – 713.718.5165

Central ADA Counselors – Jaime Torres & Martha Scribner – 713.718.6164

Northeast ADA Counselor- Kim Ingram – 713.718.8420

Northwest ADA Counselor – Mahnaz Kolaini – 713.718.5422

Southeast ADA Counselor – Jette Lott - 713.718.7218

Southwest ADA Counselor – Dr. Becky Hauri – 713.718.7910

Coleman ADA Counselor – Dr. Raj Gupta – 713.718.7631

After student accommodation letters have been approved by the DSS office and submitted to DE Counseling for processing, students will receive an email confirmation informing them of the Instructional Support Specialist (ISS) assigned to their professor.

LIBRARY RESOURCES

As a DE student you have the same access to first-rate information resources that the HCC Libraries make available to all HCC students. A special website pulls together all the tools DE students will need to complete research. Visit Library Resources specifically for Distance Education students.

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Library services are available throughout HCC. Through a daily library delivery service and a listing of all materials belonging to HCC libraries, books may be requested from and delivered to any campus library. HCC also has cooperative borrowing agreements with the University of Houston libraries and provides a copy of the Houston Public library catalog at each library. These arrangements provide students with access to over 4 million volumes.

Special services provided by the library system include photocopying facilities; specialized equipment for disabled students; group and personalized instruction in library use, including a self-instructional media program to orient students to the use of the HCCS libraries; a “term paper” workshop; and online bibliographic search services.

ONLINE TUTORING

HCC provides free online tutoring in writing, math, science, and other subjects. Look for Ask Online on your Blackboard log-in page. This directs students to the HCC AskOnline Tutoring site: <http://hccs.askonline.net/>. Use your student ID or HCC e-mail address to create an account. Instructions, including a 5-minute video, are provided to make you familiar with the capabilities of this service.

SOCIAL NETWORKING

DE students are encouraged to become a fan of DE on Facebook and follow DE on Twitter. These social networking sites can provide a sense of community for the online learner, as well as up-to-date information and announcements related to HCC and DE.

VIRTUAL CLASSROOM CONDUCT

As with on-campus classes, all students in HCC Distance Education courses are required to follow all HCC Policies & Procedures, the Student Code of Conduct, the Student Handbook, and relevant sections of the Texas Education Code when interacting and communicating in a virtual classroom with your professor and fellow students. Students who violate these policies and guidelines will be subject to disciplinary action that could include denial of access to course-related email, discussion groups, and chat rooms or even removal from the class.

Email Etiquette:

Since we will primarily communicate via email, it is important to understand that I will try to respond to your questions as soon as possible. Having Internet access does not necessarily mean that all responses are immediate. **I will try to respond within 24 hours during the weekdays but weekend questions will not be answered until Monday.**

Evaluation/Grading

There are many assignments that will compose your grade. Be sure to follow the directions under each assignment icon to receive full credit. It is in your best

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interest to print out a hard copy for yourself in case you would have internet problems.

Orientation Exercise: Click on the read me first icon on the homepage. You will see an assignment posted. Respond to the question by the due date. You must use the e-mail page to fulfill this requirement; no other format is acceptable. It is worth **50 points**.

Course Syllabus: Lessons are posted on the homepage under the Syllabus icon. Please print a hard copy out for your records.

Exams: There are several exams over the chapter readings. Exams will open on the date assigned. There are 4 exams worth 50 points each. These are open book exams. If you take all 4 exams, I will drop your lowest grade of the 4 exams and double your highest grade. If you miss an exam, I will double your lowest grade. Many of the questions are conceptual and require critical thinking, so take copious notes and mark your book to find answers quickly. You will have 80 minutes to complete the exams. The exams will open and close on specific dates. Be sure to check carefully so you do not miss an exam date. There are no make-up exams. There will be a 300- point comprehensive exam over the material at the end of the course. Exam grades will be released after the availability period has ended. Should you have problems, contact me immediately. The due dates are given in the course syllabus. Your exam grades will count **20%** of your grade in the course and the final exam **30%** of your grade. Remember, many of the questions require you to use critical thinking and you may not just find the answer. **(500 points) These are on-line; you do not have to report to a testing center.**

Discussion: There will 5 discussion questions posted throughout the term. You are to post your original thought and respond to 3 other individuals. This will give you an opportunity to meet other students in the class and exchange viewpoints. More information will be posted on the homepage; it is your responsibility to read the directions very carefully. **5% (50 points)**

Video Reviews: Watch the two videos and complete the assignment. The paper should reflect *what you learned* and *how you felt* by viewing these films. **10% (50 points each)** The videos are listed on the official homepage. Follow directions and answer questions carefully.

Journal Assignment: You will respond to several health journal assignments. These should be well thought out and typed. Check the homepage for each of the assignments. Because this is a core class, there is a **significant** writing component. This assignment fulfills a research paper. You will place these in your notebook. **20% (200 points)** you need to follow the directions carefully for full credit.

Project: There will be a final project that you will complete and place in your notebook. It is a very important project and will account for **10%** of your grade. See homepage for details. **(100 points)**

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“Celebration of Life Project” (Worth 100 points; 10% of grade)

Once you acknowledge the inevitability of death, you can plan for it and ease what might later be hard decisions for both your survivors and yourself. Most of you are young, but decisions can be made early so that an unexpected death is not made even more difficult for family and friends.

Think about plans you can make for your own death and complete the information that follows.

Remember this project is worth **10%**. It should be **DETAILED and TYPED** neatly. **Each number must be on a separate page. Your final project should include a cover page with your name and photo of yourself. You can scan this in or place a copy of a photo. It should be placed in your notebook. You may use a separate folder if you do not want to put holes in your work. This will be returned with your notebook.**

1. MAKE A WILL. It does not have to contain all the legalities. It is not legally binding, but will provide as a guide to your family should something happen. List important possessions and who you would like to have them. Everyone in this class owns something. Keep in mind you can always change it any time. This will be a starting place. If applicable, create some general guidelines for your executor regarding children or ongoing business investments. There are many great sites on the Internet to help you with this assignment. I am not going to provide a specific one since there are so many. **USE** this resource to help you in this part of the assignment. Do not just list items, do some research!

2. DECIDE WHAT TO DO WITH THE BODY. Would you prefer to be buried, cremated, given to medicine for research, or prepared for donating organs? List the **reasons** for your choice. Be specific on **WHY** you prefer this. This should be very detailed to explain your wishes to a loved one in case of any disputes. If you have a specific religious custom, describe the details of your religion or custom. Do not assume someone knows this.

3. PLAN A CEREMONY/Create a Sample Program. What type of ceremony would you prefer? You must choose something. Church? Graveside? Cremation? Wake? Describe in detail the events of your ceremony, from where it will be held to the people who should be included. List music that you want played and instructions to your family and friends. Once again, if you have a specific religious custom, describe what it is.

4. WRITE AT LEAST A TWO- PAGE EULOGY. (A SPEECH OR WRITING PRAISING YOURSELF) as if someone else were reading it. What would you like for people to say about you? It could include your goals that you have accomplished, etc... Write this as if you would die tomorrow.

5. DECIDE WHERE TO DIE. If death is not sudden and you have a choice, where would you prefer to spend your last days (home, hospital, hospice, desert island)? Consider the effects of your choice on you, your family and your finances. Once again, this should include reasons **WHY**.

6. DECIDE WHETHER TO PROLONG LIFE. How do you feel about being kept alive on life-support systems? What guidelines would you like to give your family and physician regarding your care? If appropriate, complete a living will and keep it on file. Once again, there are many sites available on the Internet. I would suggest you print one off if this is something you truly would like for your family to know.

7. WRITE and CREATE YOUR OWN EPITAPH. (What you would like your headstone to say). Even if you plan to be cremated, what would you want as the final words?

ALWAYS consult the syllabus and check your e-mail weekly. Never hesitate to contact me if needed.

Grading Scale:

1000-900 points = A

899-800 points = B

799-700 points = C

699-600 points = D

Below 600 points = F