Course Description: This course is an introduction to the meaning and significance of physical, mental and social health as related to the individual and to society; important phases of national health problems; and constructive methods of promoting health of the individual and the community. This course will cover a variety of health-related topics. Emphasis will be placed on the impact of personal lifestyle choices on health status. Students will be equipped with the knowledge and skills necessary to select and implement individualized health behavior strategies to optimize current and future health, and enhance quality of life.

Course Learning Objectives:
Upon completing this course, the student will be able to:

1. Identify issues influencing all aspects of health.
2. Recognize how individual beliefs, behaviors, and choices affect personal and community wellness.
3. Develop awareness of his/her own health status and health history.
4. Develop skills and integrate skills with knowledge of behavior change necessary to alter health behaviors.
5. Identify available on-campus health promotion programs, activities, and resources.

Program Competencies Addressed in this Course:
The following competencies for the Bachelor of Science Degree in Community Health are addressed in this course:

• Area I: Assessing Individual and Community Needs for Health Education

• Area VI: Serve as a Health Education Resource Person

• Area VII: Communicate and Advocate for Health and Health Education

Course Requirements:

Class Format: This course is taught through lecture, readings, guest speaking presentations, and media presentations.

Major Graded Assignments:

Exams (60 points each x 3 = 180 points)

Exams 1, 2 and the Final will be comprised of multiple-choice questions, true or false, matching and fill-in-the blank questions. Items will be taken from the text, class lectures and any assigned readings. The final exam is NOT cumulative. Students will have 75 minutes to complete each exam, including the final exam.

Assignments

Family Health History Project (25 points)

You will be asked to create and submit a health history family tree. Additionally, you will have to submit a 2-page typed discussion of the findings. More information for this assignment will be posted on CANVAS.

Weekly Opinion Surveys (25 points)

Students will be asked to answer survey questions (ranging from 1-5) pertaining to the topic of interest for the upcoming week on CANVAS, there will be no “right” or wrong answers; however, students will be asked to give thoughtful responses. These responses will be used in the following week’s lecture (all responses will be anonymous). Points are awarded upon completion of the survey. The survey will be available immediately after the Thursday lecture and will be made available for 24 hours. Students must respond within that time to receive full credit. Late responses will not be accepted.

Grading Procedures:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>60</td>
</tr>
<tr>
<td>Exam 2</td>
<td>60</td>
</tr>
<tr>
<td>Final Exam</td>
<td>60</td>
</tr>
<tr>
<td>Family Health History Project</td>
<td>25</td>
</tr>
<tr>
<td>Weekly Opinion Surveys</td>
<td>25</td>
</tr>
</tbody>
</table>

Total points possible: 230 points
Course Policies:

Attendance:

Students are expected to attend class regularly, participate in class discussions and complete required readings PRIOR TO THE CLASS SESSION FOR WHICH IT IS ASSIGNED. While University policy prohibits mandating course attendance, attendance is critical to learning and successful attainment of the course objectives and curriculum competencies. If you hope to do well in this class, you must attend regularly and pay attention in class. Students who miss class are responsible for obtaining notes/materials, and other information from HLTH 140 students. We welcome meetings to discuss questions, challenges, and study strategies. In the event that you need to meet, please attend office hours or set up an appointment through Hannah Allen, the teaching assistant for the course.

Please check the Class CANVAS every week for announcements!

Ground Rules:

Arrive and depart from class at the appropriate time. It is disruptive and disrespectful to the class for students to pick up and leave during the session.

Show respect for yourself and others; listen actively and participate regularly. It is extremely rude to talk in class when someone else, either the professor or another student, is speaking.

Engaging in outside work during class time is unacceptable - this includes outside work being done on your laptop and text messaging.

Food consumption during class is discouraged.

Please turn your cell phones off before coming to class.

HLTH140 Email: Feel free to email questions and concerns to Hannah Allen, the TA for this course. Please contact her first and she will direct you to Dr. Butler, if necessary. Be sure to send an email - do not send messages via canvas to the instructor or the TA. Please use a courteous and professional manner in your communication, and do not abbreviate messages or words. Please include your (1) name and (2) “HLTH 140” in the subject line of the e-mail. I will try to answer e-mails within 24-48 hours. As for the weekend, I will not be checking emails on Friday beginning at 4pm until Sunday evening (between 8-10pm), however that does not stop you from asking a “burning” question at that time if you need to.

Email – The Official University Correspondence:

Verify your email address by going to www.my.umd.edu.
All enrolled students are provided access to the University’s email system and an email account. All official University email communication will be sent to this email address (or an alternate address if provided by the student). Email has been adopted as the primary means for sending official communications to students, so email must be checked on a regular basis. Academic advisors, faculty, and campus administrative offices use email to communicate important and time-sensitive notices.

**Students are responsible for keeping their email address up to date or for redirecting or forwarding email to another address.** Failure to check email, errors in forwarding email, and returned email (from “full mailbox” or “unknown user” errors, for example), will not excuse a student from missing University announcements, messages, deadlines, etc. Email addresses can be quickly and easily updated at www.my.umd.edu or in-person at the Student Service Counter on the first floor of the Mitchell Bldg.

For technical support for University email: www.helpdesk.umd.edu or call 301-405-1400.

**Absence Policy:**

In accordance with University policy, if you are absent for a single (1) lecture due to illness or some form of personal or family emergency, this absence will be considered “excused” and the TA will accept a note from you attesting to the date of the illness/incident, along with an acknowledgement that the information is true. Whenever feasible, you should try to contact the TA in advance.

Multiple or prolonged absences, and absences that prevent attendance at a major scheduled grading event (like an exam or test) will require written documentation from an appropriate health care provider/organization.

A link to access information on the new policy covering absences from class can be found at http://www.president.umd.edu/policies/v100g.html

**Late work and Missed Exams / Assignments:**

Students are expected to be in attendance on the specified date and time set in the syllabus for all exams. Make-up exams will be considered only for those students who have a legitimate reason for the absence and provide written documentation to substantiate their absence from class on the day of the exam. In such an event, the TA must be contacted on the exam day prior to the start of the exam. Otherwise, no accommodations will be made for taking a make-up exam.

Assignments should be submitted VIA CANVAS by the beginning of the class period (unless otherwise noted in "Assignments") on the due date---so plan accordingly. ALL LATE ASSIGNMENTS, excused and unexcused, will have 10 percent deducted from the total score for each day late. Assignments may be submitted VIA CANVAS before the due date. Once CANVAS has closed an assignment and has marked it as “LATE,” a 10% deduction will occur; so, do not leave your submissions until the last minute. Emailed assignments will not be accepted unless previously approved. Plan accordingly.
Copyright Notice:

Class lectures and other materials are copyrighted. This includes all tangible course materials including, but not limited to written or recorded lecture, PowerPoint presentations, handouts, tests, and other assignments. These materials may not be reproduced (e.g., students may not copy and/or redistribute these materials) for anything other than personal use without the explicit written permission of Dr. Butler.

Personal Technology Use Policy:

HLTH 140 permits and encourages the use of laptops and tablets to assist students in taking notes and in seeking further clarification of course material during the lectures. Use of personal technology must be conducive to the learning environment and not a distraction to the instructor and other students.

Classroom Technology Rules:

1. Unless required for class content, wireless network adapters should be disabled.
2. Applications irrelevant to the class discussion should not be open. This includes but is not limited to: surfing the web, responding to email, Facebook, Instagram, Twitter, Canvas sites of other classes, instant messaging etc.
3. All sounds must be muted before the start of class and for the duration of class.
4. Under no circumstances should personal, non-emergency calls be placed or answered from within a classroom while a class is in session.
5. Under no circumstances should students view or send personal, non-emergency text messages.
6. Individuals who are aware that they may receive notice of an emergency during a class session should speak with the instructor before class. If such a notification is received, either quietly leave the class or wait until a break before responding.
7. In the event that an emergency notification is sent via UMD’s Emergency Notification System, notify the instructor and follow instructions accordingly.
8. Individuals who require video or audio recording devices to satisfy a DSS service should consult with the instructor to make arrangements for the placement and operation of these devices.
9. Individuals who wish to use audio or video recording devices, but are not doing so to satisfy a DSS service, must receive approval from the instructor before utilizing the equipment.

Course Evaluations

The University, the School of Public Health, and the Department of Behavioral and Community Health are committed to the use of student course evaluations for improving the student experience, course and curriculum delivery, and faculty instruction. Your evaluations help instructors improve their courses; help deans and department chairs decide on merit pay for faculty, renewal of contracts, and support promotion and tenure decisions; and help current and future students decide on classes. The system (www.CourseEvalUM.umd.edu) will open at the end of the semester.
Grading Procedures:

- 220-230 points: A+
- 213-219 points: A
- 206-212 points: A-
- 197-205 points: B+
- 190-196 points: B
- 183-189 points: B-
- 174-182 points: C+
- 167-173 points: C
- 160-166 points: C-
- 150-159 points: D+
- 144-149 points: D
- 137-143 points: D-
- 136 & below: F

The total number of points students can earn in this class is 230. *Final Grades will NOT be changed.* Above are the corresponding grades for the number of points earned. It is a departmental policy that extra credit is not provided in any HLTH course; therefore, the instructor will not provide extra points to put you up into the next grade break. All half points have already been accounted for in the above calculation.

**Under NO circumstances will there be extra credit opportunities in this class!**

Course Outline / Course Calendar:

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td># 1</td>
<td>9/2</td>
<td>Introduction to HLTH 140</td>
<td>Statement of Understanding</td>
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<tr>
<td></td>
<td></td>
<td>Review of Syllabus</td>
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<tr>
<td></td>
<td></td>
<td>Why Take Personal and Community Health?</td>
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</tr>
<tr>
<td># 2</td>
<td>9/4</td>
<td>Assessing Your Health I</td>
<td>Chapter 1; Survey #1</td>
</tr>
<tr>
<td># 3</td>
<td>9/9</td>
<td>Assessing Your Health II</td>
<td>Chapter 1</td>
</tr>
<tr>
<td># 4</td>
<td>9/11</td>
<td>Promoting and Preserving Your Psychological Health I</td>
<td>Chapter 2; Survey #2</td>
</tr>
<tr>
<td># 5</td>
<td>9/16</td>
<td>Promoting and Preserving Your Psychological Health II</td>
<td>Chapter 2</td>
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<tr>
<td>#</td>
<td>Date</td>
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<td>Chapter or Survey</td>
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<tr>
<td># 6</td>
<td>9/18</td>
<td>Managing Stress and Coping with Life’s Challenges I</td>
<td>Chapter 3; Survey #3</td>
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<tr>
<td># 7</td>
<td>9/23</td>
<td>Managing Stress and Coping with Life’s Challenges II</td>
<td>Chapter 3</td>
</tr>
<tr>
<td># 8</td>
<td>9/25</td>
<td>Preventing Violence and Injury I</td>
<td>Chapter 4; Survey #4</td>
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<tr>
<td># 9</td>
<td>9/30</td>
<td>Preventing Violence and Injury II</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>#10</td>
<td>10/2</td>
<td>Creating Healthy and Caring Relationships I</td>
<td>Chapter 5; Survey #5</td>
</tr>
<tr>
<td>#11</td>
<td>10/7</td>
<td>Creating Healthy and Caring Relationships II</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>#12</td>
<td>10/9</td>
<td>Considering Your Reproductive Choices I</td>
<td>Chapter 6; Survey #6</td>
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<tr>
<td>#13</td>
<td>10/14</td>
<td>Considering Your Reproductive Choices II</td>
<td>Chapter 6</td>
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<td>#14</td>
<td>10/16</td>
<td>Exam #1</td>
<td>Chapters 1-6; Survey #7</td>
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<td>#15</td>
<td>10/21</td>
<td>Recognizing Risks from Harmful Habits I</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>#16</td>
<td>10/23</td>
<td>Recognizing Risks from Harmful Habits II</td>
<td>Chapter 7; Survey #8</td>
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<tr>
<td>#17</td>
<td>10/28</td>
<td>Drinking Alcohol Responsibly and Ending Tobacco Use I</td>
<td>Chapter 8</td>
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<tr>
<td>#18</td>
<td>10/30</td>
<td>Drinking Alcohol Responsibly and Ending Tobacco Use II</td>
<td>Chapter 8; Survey #9</td>
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<tr>
<td>#19</td>
<td>11/4</td>
<td>Eating for A Healthier You</td>
<td>Chapter 9</td>
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<tr>
<td>#20</td>
<td>11/6</td>
<td>Reaching and Maintaining a Healthy Weight</td>
<td>Chapter 10; Survey #10</td>
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<tr>
<td>#21</td>
<td>11/11</td>
<td>Improving Your Personal Fitness</td>
<td>Chapter 11</td>
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<tr>
<td>#22</td>
<td>11/13</td>
<td>Exam #2</td>
<td>Chapters 7-11; Survey #11</td>
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<tr>
<td>#23</td>
<td>11/18</td>
<td>Reducing Your Risk of Cardiovascular Disease and Cancer I</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>#24</td>
<td>11/20</td>
<td>Reducing Your Risk of Cardiovascular Disease and Cancer II</td>
<td>Chapter 12; Survey #12</td>
</tr>
<tr>
<td>#25</td>
<td>11/25</td>
<td>Protecting Against Infectious and Noninfectious Diseases</td>
<td>Chapter 13</td>
</tr>
</tbody>
</table>

**THANKSGIVING RECESS**

| #26 | 12/2       | Preparing for Aging, Death, and Dying                                | Chapter 14        |
| #27 | 12/4       | Promoting Environmental Health                                      | Chapter 15; Survey #13 |
| #28 | 12/9       | Making Smart Health Care Choices                                    | Chapter 16        |
| #29 | 12/11      | Complementary and Alternative Medicine                              | Chapter 17; Survey #14 |
| #30 |           | **FINAL EXAM: TBD**                                                  | Chapters 12-17    |

**Detailed Session Outline**

**Session 1**  
Tuesday, 9/2

Introduction to HLTH 140; Review of Syllabus; Why Take Personal and Community Health?

Learning Objectives for Session:
- Identify issues influencing all aspects of health.
- Recognize how individual beliefs, behaviors, and choices affect personal and community wellness.
- Develop awareness of his/her own health status and health history.

Required Reading: None

Assignments – Go to CANVAS, download the statement of understanding, and Give Your Electronic Signature to your understanding of the syllabus. **Due by Wednesday, 9/3 at 11:59 PM.**

**Session 2**  
Thursday, 9/4

HLTH 140, Fall 2014

Butler
Assessing Your Health I

Learning Objectives for Session:
- Identify issues influencing all aspects of health.
- Recognize how individual beliefs, behaviors, and choices affect personal and community wellness.
- Develop awareness of his/her own health status and health history.

Required Reading: Chapter 1

Assignments – Survey Question(s) Available at Noon Via CANVAS; Due by Friday 9/5 at Noon

Session 3

Tuesday, 9/9

Promoting and Preserving Your Psychological Health I

Learning Objectives for Session:
- Recognize how individual beliefs, behaviors, and choices affect personal and community wellness.
- Develop awareness of his/her own health status and health history.
- Develop skills and integrate skills with knowledge of behavior change necessary to alter health behaviors.

Required Reading: Chapter 2

Assignments – Survey Question(s) Available at Noon Via CANVAS; Due by Friday 9/12 at Noon

Session 5

Tuesday, 9/16

Managing Stress and Coping with Life’s Challenges I

Learning Objectives for Session:
- Develop awareness of his/her own health status and health history.
- Develop skills and integrate skills with knowledge of behavior change necessary to alter health behaviors.
Managing Stress and Coping with Life’s Challenges II

Learning Objectives for Session:
- Develop awareness of his/her own health status and health history.
- Develop skills and integrate skills with knowledge of behavior change necessary to alter health behaviors.
- Identify available on-campus health promotion programs, activities, and resources.

Assignments – Survey Question(s) Available at Noon Via CANVAS; **Due by Friday 9/19 at Noon**

**Session 8**  
Thursday, 9/25

Preventing Violence and Injury I

Learning Objectives for Session:
- Recognize how individual beliefs, behaviors, and choices affect personal and community wellness.
- Develop awareness of his/her own health status and health history.
- Develop skills and integrate skills with knowledge of behavior change necessary to alter health behaviors.
- Identify available on-campus health promotion programs, activities, and resources.

Assignments – Survey Question(s) Available at Noon Via CANVAS; **Due by Friday 9/26 at Noon**

**Session 9**  
Tuesday, 9/30

Creating Healthy and Caring Relationships I

Learning Objectives for Session:
- Recognize how individual beliefs, behaviors, and choices affect personal and community wellness.
- Develop awareness of his/her own health status and health history.
- Develop skills and integrate skills with knowledge of behavior change necessary to alter health behaviors.
- Identify available on-campus health promotion programs, activities, and resources.

Assignments – Survey Question(s) Available at Noon Via CANVAS; **Due by Friday 10/3 at Noon**

**Session 10**  
Thursday, 10/2
behaviors.

Required Reading: Chapter 5

Assignments – Survey Question(s) Available at Noon Via CANVAS; Due by Friday 10/3 at Noon
**Family Health History Due Via CANVAS at Noon today (10/2)!**

Session 11 Tuesday, 10/7
Creating Healthy and Caring Relationships II

Learning Objectives for Session:
- Recognize how individual beliefs, behaviors, and choices affect personal and community wellness.
- Develop awareness of his/her own health status and health history.
- Develop skills and integrate skills with knowledge of behavior change necessary to alter health behaviors.

Required Reading: Chapter 5

Session 12 Thursday, 10/9
Considering Your Reproductive Choices I

Learning Objectives for Session:
- Recognize how individual beliefs, behaviors, and choices affect personal and community wellness.
- Develop awareness of his/her own health status and health history.
- Develop skills and integrate skills with knowledge of behavior change necessary to alter health behaviors.
- Identify available on-campus health promotion programs, activities, and resources.

Required Reading: Chapter 6

Assignments – Survey Question(s) Available at Noon Via CANVAS; Due by Friday 10/10 at Noon

Session 13 Tuesday, 10/14
Considering Your Reproductive Choices II

Learning Objectives for Session:
- Recognize how individual beliefs, behaviors, and choices affect personal and community wellness.
- Develop awareness of his/her own health status and health history.
- Develop skills and integrate skills with knowledge of behavior change necessary to alter health behaviors.
- Identify available on-campus health promotion programs, activities, and resources.

Required Reading: Chapter 6

Session 14 Thursday, 10/16
EXAM #1

Covers Chapters 1-6

Assignments – Survey Question(s) Available at Noon Via CANVAS; Due by Friday 10/17 at Noon

Session 15 Tuesday, 10/21
Recognizing Risks from Harmful Habits I

Learning Objectives for Session:
- Recognize how individual beliefs, behaviors, and choices affect personal and community wellness.
- Develop awareness of his/her own health status and health history.
- Develop skills and integrate skills with knowledge of behavior change necessary to alter health behaviors.

Required Reading: Chapter 7

Session 16
Recognizing Risks from Harmful Habits II

Learning Objectives for Session:
- Recognize how individual beliefs, behaviors, and choices affect personal and community wellness.
- Develop awareness of his/her own health status and health history.
- Develop skills and integrate skills with knowledge of behavior change necessary to alter health behaviors.

Required Reading: Chapter 7

Assignments – Survey Question(s) Available at Noon Via CANVAS; Due by Friday 10/24 at Noon

Session 17
Drinking Alcohol Responsibly and Ending Tobacco Use I

Learning Objectives for Session:
- Recognize how individual beliefs, behaviors, and choices affect personal and community wellness.
- Develop awareness of his/her own health status and health history.
- Develop skills and integrate skills with knowledge of behavior change necessary to alter health behaviors.
- Identify available on-campus health promotion programs, activities, and resources.

Required Reading: Chapter 8

Session 18
Drinking Alcohol Responsibly and Ending Tobacco Use II

Learning Objectives for Session:
- Recognize how individual beliefs, behaviors, and choices affect personal and community wellness.
- Develop awareness of his/her own health status and health history.
- Develop skills and integrate skills with knowledge of behavior change necessary to alter health behaviors.
- Identify available on-campus health promotion programs, activities, and resources.

Required Reading: Chapter 8

Assignments – Survey Question(s) Available at Noon Via CANVAS; Due by Friday 10/31 at Noon

Session 19
Eating for a Healthier You

Wednesday, 11/4
Learning Objectives for Session:
- Recognize how individual beliefs, behaviors, and choices affect personal and community wellness.
- Develop awareness of his/her own health status and health history.
- Develop skills and integrate skills with knowledge of behavior change necessary to alter health behaviors.
- Identify available on-campus health promotion programs, activities, and resources.

Required Reading: Chapter 9

Session 20  Thursday, 11/6
Reaching and Maintaining a Healthy Weight

Learning Objectives for Session:
- Recognize how individual beliefs, behaviors, and choices affect personal and community wellness.
- Develop awareness of his/her own health status and health history.
- Develop skills and integrate skills with knowledge of behavior change necessary to alter health behaviors.
- Identify available on-campus health promotion programs, activities, and resources.

Required Reading: Chapter 10

Assignments – Survey Question(s) Available at Noon Via CANVAS; Due by Friday 11/7 at Noon

Session 21  Tuesday, 11/11
Improving Your Personal Fitness

Learning Objectives for Session:
- Recognize how individual beliefs, behaviors, and choices affect personal and community wellness.
- Develop awareness of his/her own health status and health history.
- Develop skills and integrate skills with knowledge of behavior change necessary to alter health behaviors.
- Identify available on-campus health promotion programs, activities, and resources.

Required Reading: Chapter 11

Session 22  Thursday, 11/13
EXAM #2
Covers Chapters 7-11

Assignments – Survey Question(s) Available at Noon Via CANVAS; Due by Friday 11/14 at Noon

Session 23  Tuesday, 11/18
Reducing Your Risk of Cardiovascular Disease and Cancer I

Learning Objectives for Session:
- Recognize how individual beliefs, behaviors, and choices affect personal and community wellness.
- Develop awareness of his/her own health status and health history.
- Develop skills and integrate skills with knowledge of behavior change necessary to alter health behaviors.
### Required Reading: Chapter 12

**Session 24**  
**Thursday, 11/20**

**Reducing Your Risk of Cardiovascular Disease and Cancer II**

Learning Objectives for Session:
- Recognize how individual beliefs, behaviors, and choices affect personal and community wellness.
- Develop awareness of his/her own health status and health history.
- Develop skills and integrate skills with knowledge of behavior change necessary to alter health behaviors.

Required Reading: Chapter 12

Assignments – Survey Question(s) Available at Noon Via CANVAS; **Due by Friday 11/21 at Noon**

**Session 25**  
**Tuesday, 11/25**

**Protecting Against Infectious and Noninfectious Diseases**

Learning Objectives for Session:
- Recognize how individual beliefs, behaviors, and choices affect personal and community wellness.
- Develop awareness of his/her own health status and health history.
- Develop skills and integrate skills with knowledge of behavior change necessary to alter health behaviors.

Required Reading: Chapter 13

**Session 26**  
**Tuesday, 12/2**

**Preparing for Aging, Death, and Dying**

Learning Objectives for Session:
- Recognize how individual beliefs, behaviors, and choices affect personal and community wellness.
- Develop awareness of his/her own health status and health history.
- Develop skills and integrate skills with knowledge of behavior change necessary to alter health behaviors.
- Identify available on-campus health promotion programs, activities, and resources.

Required Reading: Chapter 14

**Session 27**  
**Thursday, 12/4**

**Promoting Environmental Health**

Learning Objectives for Session:
- Recognize how individual beliefs, behaviors, and choices affect personal and community wellness.
- Develop skills and integrate skills with knowledge of behavior change necessary to alter health behaviors.

Required Reading: Chapter 15

Assignments – Survey Question(s) Available at Noon Via CANVAS; **Due by Friday 12/5 at Noon**

**Session 28**  
**Tuesday, 12/9**
Making Smart Health Care Choices

Learning Objectives for Session:
- Identify issues influencing all aspects of health.
- Recognize how individual beliefs, behaviors, and choices affect personal and community wellness.
- Develop awareness of his/her own health status and health history.
- Develop skills and integrate skills with knowledge of behavior change necessary to alter health behaviors.
- Identify available on-campus health promotion programs, activities, and resources.

Required Reading: Chapter 16

Session 29 Thursday, 12/11

Complementary and Alternative Medicine

Learning Objectives for Session:
- Identify issues influencing all aspects of health.
- Recognize how individual beliefs, behaviors, and choices affect personal and community wellness.
- Develop awareness of his/her own health status and health history.
- Develop skills and integrate skills with knowledge of behavior change necessary to alter health behaviors.

Required Reading: Chapter 17

Assignments – Survey Question(s) Available at Noon Via CANVAS; Due by Friday 12/12 at Noon

Session 30

FINAL EXAM

Covers Chapters 12-17 (Note: The final exam is NOT cumulative)

Details TBD

**Critical university policies:**

*Religious Observances:*

The University’s policy on religious observance and classroom and tests states that students should not be penalized for participation in religious observances and that, whenever feasible, they should be allowed to make up academic assignments that are missed due to such absences. **Students are responsible for notifying the TA of projected absences within the first two weeks of the semester. This is especially important for final examinations.**

The policy also requires that tests and major assignments not be scheduled on certain holiday dates. These are listed below. An extensive list of religious holidays can be found at [http://www.interfaithcalendar.org/2014.htm](http://www.interfaithcalendar.org/2014.htm).
Again, please remember that it is the student’s responsibility to inform the TA of any intended absences for religious observances in advance and that prior notification is especially important in connection with the final exam, since failure to reschedule a final examination before the conclusion of the final examination period may result in loss of credits during the semester. Accordingly, I will make every feasible effort to accommodate students’ request based on attendance of religious observances.

The complete “University of Maryland Policies and Procedures Concerning Academic Assignments on Dates of Religious Observances” is available online at: [http://www.president.umd.edu/policies/](http://www.president.umd.edu/policies/).

**Special Accommodations / Disability Support Services:**

If you have a documented disability and wish to discuss academic accommodations for test taking or other needs, you will need documentation from Disability Support Service (301-314-7682). If you are ill or encountering personal difficulties, please let the instructor know as soon as possible. You can also contact Learning Assistance Services (301-314-7693) and/or the Counseling Center (301-314-7651) for assistance.

**Academic Integrity:**

The University's code of academic integrity is designed to ensure that the principle of academic honesty is upheld. Any of the following acts, when committed by a student, constitutes academic dishonesty:

- **CHEATING:** intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise.
- **FABRICATION:** intentional and unauthorized 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 violate any provision of this code.
- **PLAGIARISM:** intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

For more information see: [http://www.shc.umd.edu/code.html](http://www.shc.umd.edu/code.html).

The Honor Pledge is a statement undergraduate and graduate students may be asked to write by hand and sign on examinations, papers, or other academic assignments. The Pledge reads:

**I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.**

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of
cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.shc.umd.edu.

**Inclement Weather / University Closings:**

In the event that the University is closed for an emergency or extended period of time, the instructor will communicate to students regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies. Official closures and delays are announced on the campus website (http://www.umd.edu) and snow phone line (301-405-SNOW), as well as local radio and TV stations.

**Statement of Understanding**

I have read, reviewed and understand the content (expectations, due dates and policies) of this syllabus.

__________________________________________  ___________
(Signature)                                    (Date)