



KINE 2400: Contemporary Health Issues
Department of Kinesiology

3 Credit Hours
Fall, 2014

Course Day: Mo, We, Fr

Course Time: 11:00am – 11:50am

Final Exam: Friday, December 12, 2014 @ 9:00am – 12:00pm

Instructor

David Edwards, PhD

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Course Description

What does being “healthy” mean to you now and in the future? You’ve heard you should eat a well balanced diet and get your exercise, right? But how much of an effect can eating right and exercising actually have on your risk of developing many of the chronic diseases that plague industrialized nations today? Is it enough to simply avoid disease throughout your lifespan or does being “healthy” carry more meaning? Together we will examine how choices that are made on an everyday basis influence your disease risk. We will engage in activities that will give you tools to be an active participant in your healthcare throughout your lifespan. Some activities will challenge you to reflect on your own health behaviors, while others will require you to apply concepts learned in the class to real world scenarios. Many aspects of this course will allow you to examine your own health and wellness, it’s human nature to look beyond oneself and see how others navigate a society that can promote disease.

Learning Objectives

- Explain the differences between evidence based recommendations and secondary resources
- Describe the role that environment plays on disease risk and acquisition
- Develop appropriate exercise strategies throughout the lifespan

- Integrate theories of behavioral change with the decisions you make about your own health related behaviors
- Identify divergent risks that impact individuals other than yourself
- Take responsibility for your own health and wellbeing by being reflective about your strengths and limitations to engage in “healthy” behaviors

Instructional Methods

Team Based Learning Influences (TBL):

We will be using a number of characteristics of a TBL learning approach. This method transitions away from a traditional lecture based course that promotes fact recognition and moves toward the application of course content in making decisions about health related issues.

The instructor will form groups. Effort will be made to ensure diversity among groups. Students will not be asked to complete group work outside of class time.

The course will be broken up in 7 modules. Each module will require students to come prepared to class by reading the assigned sections in the text. This will be followed by individual and team quizzes based off of the readings. These quizzes will be 10 – 15 questions in length. The individual test will be taken on Collab and will be followed by the team-based quiz using the same question set. The team-based quiz will be answered using an IF AT “scratch and win” forms, which provides immediate feedback on material.

Following the team based quiz, groups can **appeal** questions they got incorrect. They may do so if they feel the correct answer did not align with the information on the test. Appeals should follow the following format:

Example of a successful appeal:

Argument: Concerning question 15, we feel that A, rather than C is the most appropriate answer

Evidence: According to Bushman in Chapter 3 of the text, “I want to get in better shape,” does not qualify as a good goal, as it is not specific enough in how to measure this goal.

IMMEDIATE FEEDBACK ASSESSMENT TECHNIQUE (IF AT®)					
Name _____		Test # _____			
Subject _____		Total _____			
SCRATCH OFF COVERING TO EXPOSE ANSWER					
	A	B	C	D	Score
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____
2.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
3.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____
5.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____
7.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	_____

- 5 Points - first choice
- 3 Points – second try
- 2 Points – third try
- 0 No credit - fourth try

Attendance is strongly recommended as it promotes team cohesion and can influence your peer evaluation score. There will be no make up given for missed quizzes. If you are not present for a quiz you will be given a 0 for the individual portion and you will receive whatever grade your group earns for the group portion.

Groups will have the option to drop the lowest group test score. This score will be replaced by the average of the remaining group quizzes.

Following these information checks, mini lectures will be administered to clarify any concepts from the readings or to supplement the readings with additional information.

Assessments

Participation (10% of grade)

- Over the course of the semester we will be working on a number of in-class assignments. These assignments will be turned in through Collab and used to calculate your participation score.

Peer Evaluations (10% of grade)

- Teams will develop their own rubric used to evaluate successful team collaboration
- I will provide teams with constructs that can be used to start working on their rubric

Individual and Team Quizzes (20% of grade)

- Refer to above section on individual and team quizzes

Reflections (40% of grade)

- We will write a number of 2 – 4 page reflection papers about our relationship with health and wellness focusing on our past, present, and future.

Final Exam (20%)

- Cumulative

Reflection #1

“What degree of free will do people really have, when they are in a certain controlled environment?”

Elissa Epel, PhD

CO-Director, Center for Obesity Assessment

Who is in control of your health behaviors and why is this so? What environmental or situational factors influence our health choices? Write a 2 – 4 page reflection paper choosing

one side or the other; we are in complete control of our behaviors or we are victims of our environment. Use 1 – 3 peer reviewed reference articles to support your point of view. Hint: built environment and behavior change or choices, should get you started with your search.

Reflection #2

Nutrition log track your nutritional intake for two weeks. One week will take place during the first 4 weeks of this course. The second week of tracking will take place at some point during your “mid-term season”. Write a 2 – 4 page reflection on this exercise. Include answers to questions like: Was tracking food intake helpful? How did you keep track, paper and pencil or some other technology? Did keeping track alter your choices? Is there a new type of technology or tracking system that you would find helpful? *Example: an application on your phone that sends you a nutritional tip everyday or when you consume unhealthy foods it gives you options that can be substituted next time. A report system that let’s you know what times of the day your diet consisted of quality nutritionally dense foods, in comparison to times of days the foods you consumed did not match your stated goals.*

Reflection #3

Sleep Inventory

You will be asked to track your sleep patterns during two time points this semester. One will be anytime before the mid-term exams start to occur and the other time point will be during mid-term season. You will then write a 2 – 4 page reflection about your sleeping patterns during the two time points. You will be asked to pay special attention to how long it takes to fall asleep, what time you go to bed, how many times (if any) do you wake up at night, how rested do you feel when you wake up, do you feel tired at any point during the next day, etc....

Reflection #4

At some point we have all said, “If I knew then what I know now.” Suspend reality for this reflection and take the time to write two letters, one to you as a high school freshman and one to your 35 year old self. What behaviors were you engaging in that might not have been the best health choices and what advice would you give to change it? How would you have to approach your freshman self? Only you would know what the best approach would be. Look ahead into the future and try to predict what your life will be feel like. How do you envision your physical and mental space changing? Remember how much change has occurred since high school freshman year. What will your daily routine be and what challenges may this present? This reflection is a chance to think about where you’ve come from, where you are going, and how health behaviors can be influenced based on your given situation and the value that you place on behaviors at different times in your life.

Grading

Grading Scale

Grades are assigned as follows:

A: 93-100%	A- : 90-92.9%
B+: 87-89.9%	B: 83-86.9%
B- : 80-82.9%	C+: 77-79.9%
C: 73-76.9%	C-: 70-72.9%
D: 60-69.9%	F: <60% .

Course Texts

ACSM Complete Guide to Fitness and Health. By American College of Sports Medicine, Barbara Bushman - Human Kinetics Publishers (2011) - Paperback - ISBN 0736093370.

Additional course materials will be provided as needed.

Course Outline [edit table as needed]

Dates	Topic	Assessment/Methods	Readings
8/27 8/29	Introduction	Examinations, discussions, personal explorations, and activities that focus on the application of this knowledge	
9/1 - Quiz 9/3, 9/5, 9/8, 9/10 9/12 – Reflection #1 due	Obesity	Examinations, discussions, personal explorations, and activities that focus on the application of this knowledge	Ch.2, pages 25 – 28 assessing body composition and Ch. 13
9/15 – Quiz 9/17, 9/19, 9/22, 9/25, 9/26	Cardiovascular Disease	Examinations, nutrition log, discussions, personal explorations, and activities that focus on the application of this knowledge	Ch. 12

<p>9/29 – Quiz 10/1, 10/3, 10/6, 10/8 10/10 – Reflection #2 due</p>	<p>Nutrition for Health</p>	<p>Examinations, nutrition log, videos, discussions, personal explorations, and activities that focus on the application of this knowledge</p>	<p>Ch. 4 and 13</p>
<p>10/15 – Quiz 10/17, 10/20, 10/22, 10/24</p>	<p>Diabetes</p>	<p>Examinations, discussions, personal explorations, and activities that focus on the application of this knowledge</p>	<p>Ch. 14</p>
<p>10/27 –Quiz 10/29, 10/31, 11/3, 11/5, 11/7 – Reflection #3 due</p>	<p>Sleep Stress Motivation</p>	<p>Examinations, discussions, evaluation of current exercise guidelines, and activities that focus on the application of this knowledge</p>	<p>Ch. 5 and readings will be posted on Collab</p>
<p>11/10 – Quiz 11/12, 11/14, 11/17, 11/19, 11/21</p>	<p>Cardiovascular and Resistance Exercise</p>	<p>Examinations, discussions, evaluation of current exercise guidelines, and activities that focus on the application of this knowledge</p>	<p>Ch. 6 and 7</p>
<p>11/24 – Quiz 12/1, 12/3, 12/5 – Reflection #4 due</p>	<p>Aging Depression</p>	<p>Examinations, discussions, evaluation of current exercise guidelines, and activities that focus on the application of this knowledge</p>	<p>Ch. 11 Additional information will be provided</p>

As the professor of record, I reserve the right to change the topics and dates in which these topics are presented. However I will give you ample notice if and when I change the order of topics presented. Thank you.

University Email Policy

Students are expected to activate and then check their official U.Va. email addresses on a frequent and consistent basis to remain informed of University communications, as certain communications may be time sensitive. Students who fail to check their email on a regular basis are responsible for any resulting consequences.

Statement on Academic Fraud

According to the UVA Honor Committee, “All students at the University of Virginia are bound by the Honor Code not to commit Academic Fraud, which is a form of cheating. “ Consequently, it is required or implied that all work conducted by students conform to the following honor pledge: “On my honor as a student, I have neither given nor received aid on this assignment.” If you are not familiar with or require further information about the honor system, please see <http://www.virginia.edu/honor/>.

Accommodations for Students with Disabilities

All students with special needs requiring accommodations should present the appropriate paperwork from the Learning Needs and Evaluation Center (LNEC). It is the student’s responsibility to present this paperwork in a timely fashion and follow up with the instructor about the accommodations being offered. Accommodations for test-taking (e.g., extended time) should be arranged at least [insert preferred # of days] days before an exam. The LNEC is located in the Department of Student Health and can be contacted at 243-5180/5181.

Class Attendance and Excused Absences

Regular attendance in all classes is expected. Absences traditionally excused are those that occur because of death in a student's family, important religious holidays, or authorized University activities. Students who anticipate absence for cause should obtain permission from the instructor in advance of the absence. Unforeseen absences resulting from sickness, or from other circumstances considered to be emergencies, may be excused by the instructor and arrangements may be made with the instructor to complete the assignments missed.

Students in Distress

Services for students in various forms of distress are offered by Counseling and Psychological Services (<http://www.virginia.edu/studenthealth/caps.html>) in the Elson Student Health Center. During evenings and weekends, emergency crisis assistance (**434-972-7004**) is available. In addition, if you are concerned about another student, call **434-243-5150** during business hours, and request the consulting clinician.

Classroom Civility Statement

Students are asked to refrain from conducting private conversations (both in-person and electronically) in class, and are requested to use appropriate language and behavior that are not demeaning or disruptive to either the instructor or the other members of the class. Failure to consistently abide by these attendance policies will have an adverse impact on one’s final grade.

Reflection Rubric

Categories	Exemplary (10-7 pts.)	Intermediate (6- 3pts.)	Beginning (2-0 pts.)
Self-disclosure	Seeks to understand concepts by examining <i>openly</i> your own experiences in the past as they relate to the topic, to illustrate points you are making. Demonstrates an <i>open, non-defensive ability to self-appraise</i> , discussing both growth and frustrations as they related to learning in class. Risks asking probing questions about self and seeks to answer these.	Seeks to understand concepts by examining <i>somewhat cautiously</i> your own experiences in the past as they relate to the topic. Sometimes defensive or one-sided in your analysis. Asks some probing questions about self, but do not engage in seeking to answer these.	<i>Little self-disclosure, minimal risk</i> in connecting concepts from class to personal experiences. Self-disclosure tends to be superficial and factual, without self-reflection.
Connection to outside experiences	<i>In-depth synthesis</i> of thoughtfully selected aspects of experiences related to the topic. Makes <i>clear</i> connections between what is learned from outside experiences and the topic.	Goes into <i>some detail</i> explaining some specific ideas or issues from outside experiences related to the topic. Makes <i>general</i> connections between what is learned from outside experiences and the topic.	Identify some <i>general ideas</i> or issues from outside experiences related to the topic.
Connection to readings (assigned and ones you have sought on your own)	<i>In-depth synthesis</i> of thoughtfully selected aspects of readings related to the topic. Makes <i>clear</i> connections between what is learned from readings and the topic. Demonstrate further analysis and insight resulting from what you have learned from reading, Includes	Goes into more detail explaining some specific ideas or issues from readings related to the topic. Makes general connections between what is learned from readings and the topic. Includes reference to at least one reading other than those assigned for class.	Identify some general ideas or issues from readings related to the topic. Readings are only those assigned for the topic.

	reference to at least two readings other than those assigned for class.		
Connection to class discussions & course objectives	Synthesize, analyze and evaluate thoughtfully selected aspects of ideas or issues from the class discussion as they relate to this topic.	Synthesize clearly some directly appropriate ideas or issues from the class discussion as they relate to this topic.	Restate some general ideas or issues from the class discussion as they relate to this topic.
Spelling & grammar errors	No spelling or grammar errors.	Few spelling and grammar errors.	Many spelling and grammar errors, use of incomplete sentences, inadequate proof reading.