

Mayville State University

HPER, 217, Personal & Community Health, 37211

Spring, 2025

3 Credits

Course and Instructor Information

Instructor Name: Jake Litecky (Coach Litecky)

Contact Information: (Office) HPER 123, jake.litecky@mayvillestate.edu, 701-788-5275

Hours of Availability: I am in the office from 8am-3pm. You are welcome to come by my office between these hours. If I am not in my office, please email me and inquire about a time to meet in person if needed.

Instruction Mode: On Campus Face to Face

Meeting Times and Location: Monday, Wednesday, Friday / 2:00-2:50PM / Fieldhouse 142

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT)

Zoom Link: N/A

Course Materials and Technologies

Required

My Health. 3rd Addition, Rebecca J. Donatelle (Pearson)

Recommended

Additionally, to the required text students will be required to find peer reviewed, Scholarly articles/materials for specific assignments.

Computer – With reliable internet connection; web browser – Firefox or Google Chrome (Safari and Edge/ Internet Explorer should not be used) and access to Blackboard

Course Description

Study the dimensions of health and various factors that promote optimal wellness for individuals and their communities. Examine topics surrounding the dimensions of health and behavior strategies to optimize personal choice and enhance quality of life. Describe the current and emerging issues in community health promotion as well as disease prevention. Access and evaluate evidenced-based methods to control risk factors in populations.

Pre-/Co-requisites: No Pre-/Co-requisites are required.

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Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Health Education Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB](#)):

- 1.Name and describe the top five health concerns, currently and historically. (INTASC 1,6)
- 2.Identify the major cause of death in the U.S. (INTASC 1,6)
- 3.Explain four developmental tasks critical for young adults to accomplish. (INTASC 1,4,6)
- 4.Name and describe the five dimensions of health that for one's total health. (INTASC 1,6)
- 5.Evaluate one's health and Identify areas that may need help. (INTASC 1,6)
- 6.Name and explain common mental health concerns that college students may experience. (INTASC 1,6)
- 7.Explain Maslow's Hierarchy of needs and describe the motivational requirements necessary to grow emotionally. (INTASC 1,6)
- 8.Describe the four-component plan for enhancing one's emotional growth (INTASC 1,6)
- 9.Explain the effect stress has on the body and what kinds of stressors a college age student will encounter in and out of school (INTASC 1,6)
- 10.Name and discuss the factors influencing the perceptions of stressors. (INTASC 1,4,6)
- 11.Discuss the different techniques to control stress. (INTASC 1,6)
- 12.Discuss common attitudes towards physical fitness. (INTASC 1,6)
- 13.Identify the structural and functional benefits of cardiorespiratory (aerobic) fitness. (INTASC 1,6)
- 14.Explain the disruptive role of psychoactive drugs. (INTASC 1,6)
- 15.Identify the classification of psychoactive drugs. (INTASC 1,6)
- 16.Identify factors which influence one's willingness to choose to use drugs. (INTASC 1,6)
- 17.List the possible influences that a psychoactive drug could have on a neurotransmitter function. (INTASC 1,6)
- 18.Identify the six general categories of drugs and their effect on people. (INTASC 1,6)
- 19.Identify and explain the various factors that influence absorption of alcohol effects. (INTAS 1,6)
- 20.Describe special alcohol related problems that exist for women. (INTASC 1,6)
- 21.Describe the characteristics of fetal alcohol syndrome and fetal alcohol effects. (INTASC 1,6)
- 22.Identify and describe the two components of tobacco, smoking, vaping. (INTASC 1,6)
- 23.Describe the effects of nicotine, tar, and carbon monoxide have on the body once they are inhaled. (INTASC 1,6)
- 24.Identify psychosocial factors that play a role in dependence development. (INTASC 1,6)
- 25.Describe the pervasiveness of cardiovascular disease. (INTASC 1,6)
- 26.Evaluate the terminology associated with cardiovascular disease. (INTASC 1,6)
- 27.List and describe the common actions that could be implemented to reduce cardiovascular disease. (INTASC 1,6)

Standards Alignment

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| O | 18015.1 Content Knowledge-Component 1.a: Candidates demonstrate knowledge acquisition in multiple health content areas. |
| O | 18015.1 Content Knowledge-Component 1.b: Candidates describe the theoretical foundations of human development, learning and health behavior. |
| O | 18015.3 Implementation-Component 3.b: Candidates implement instructional strategies that incorporate technology, media and other appropriate resources to enhance student learning and engage all learners. |
| O | 18015.3 Implementation-Component 3.d: Candidates apply communication skills, feedback and classroom management strategies equitably to promote a safe, inclusive and supportive learning environment that meets the diverse needs of all learners. |

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Course Expectations

- Students are expected to frequently check their blackboard for updates and assignment information. Students are also expected to check their Mayville State University email frequently about course information and updates.
- Course weekly assignments (Modules) will open every Monday the course is in session at 8:00AM. The assignments associated with the module will be due 6 days prior on Sunday at 11:59PM. The module will remain open until Wednesday and assignments will be worth partial credit if turned in late.

Instructor/Student Communication

- Students are accountable for all academic communications sent to their Mayville State University email address.
- I may also be contacted by a message through Blackboard, I check these messages daily, do not expect a same day response if the message is sent after 3:00PM, I will respond next day.

Assignments and Assessments

- Complete all assignments prior to the deadlines provided, I do accept late assignments, but they come with a 50%-point reduction. (Unless professor is notified before the due date)
- The student will be expected to submit assignments and test by the posted deadlines through blackboard.
- Each student's work should be of college quality, which includes proper sentence structure, proper grammar, and correct spelling and punctuation. Verbalizing of concepts within the content area, ability to verbalize these concepts in class and in article reviews, and brief research papers are crucial to student's success in the course.

Evaluation and Grading

Grading Policies

- Late work will be accepted beyond the assignment due date, a 50% deduction in points will be automatic when assignments are turned in late. (unless professor is notified before the due date)
- Communicate with the professor in a timely manner if you are struggling with an assignment, adjustments can be made for those who communicate in a timely manner.

Attendance/Participation Policies

- Regular attendance and active participation on blackboard are expectations in the course.

Grading Scale

- A=90%
- B=80%
- C=70%
- D=60%
- F=Below 60%

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Breakdown of Grades

Assignments	241 Points	38%
Quizzes	52 Points	8%
Exams	190 Points	30%
Projects	150 Points	24%
Totals	633 Total Points	100%

Enrollment Verification

On-Campus Course Statement

Fieldhouse classroom 142 we will have our attendance question assignment on 1/15 at 2:00PM

The U.S. Department of Education requires instructors to conduct an activity which will validate student enrollment in this course. Class attendance will be used to verify enrollment in on-campus courses. If you do not attend, your enrollment in this course will be at risk.

Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Course Timeline/Schedule

Course Timeline and Schedule are subject to change as deemed necessary by the instructor

For detailed course timeline and schedules in blackboard please see “Course information” → “Course Timeline/Schedule”

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Essential Studies

As part of Mayville State University's Essential Studies curriculum, this course seeks to prepare students for twenty-first century challenges by gaining: 1) Knowledge of human cultures; 2) Intellectual and practical skills; 3) Personal and social responsibility; 4) Integrative and applied learning.

INTASC – Teacher Education

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Program Student Learning Outcomes (SLOs) Addressed in This Course

As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will address the following SLOs:

- SLO 1: Through demonstration and application of discipline specific concepts, HPER students will serve as advocates for fitness
- SLO 2: Students will effectively communicate through a variety of methods with a discipline-specific population

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- SLO 3: Students will utilize a variety of technological resources and equipment to enhance discipline specific population engagement and learning
- SLO 4: Students will assess individual understanding of discipline-specific concepts and utilize that assessment toward overall improvement

Proctor Notification

1. No proctors are required for this course.

Late Arrivals

The grading system for students adding this course after the first day of instruction will be modified. The student will be graded only on the activities that transpired while the student is enrolled. Students will not be penalized for missed assignments, but the student is still responsible for learning the course material that was covered during their initial absence.