OVERVIEW
This course introduces students to a variety of health and wellness topics and exposes them to the basics of behavior change strategies for personal health promotion. Emphasis is placed on lifestyle-related wellness, health promotion, and disease prevention within the context of a range of health topics, including: communicable and chronic diseases, nutrition, fitness, aging, the environment, and substance use and abuse. Upon completing the course, students will have a cursory understanding of and basic skill set related to: healthy decision-making, consumer health education, healthy weight management, and other skills which will enable them to make health-enhancing choices and engage in health-enhancing activities to improve their quality of life. This course aims to filter the vast array of health-related knowledge available in the world today through sound biblical principles.

Course description
This course aims to filter the vast array of health-related knowledge available in the world today through sound biblical principles. Emphasis is placed on lifestyle-related wellness, health promotion, and disease prevention within the context of a range of health topics. Upon completion students should be able to demonstrated a cursory understanding of and basic skill set related to: healthy decision-making, consumer health education, healthy weight management, and other skills which will enable them to make health-enhancing choices and engage in health-enhancing activities to improve their quality of life.

Prerequisites and Corequisites
There are no Prerequisites or Corequisites for this course.

Course Credit
Three (3) semester hours

INSTRUCTIONAL OBJECTIVES
As a result of participating in HPRO 114, students will demonstrate a basic knowledge of:
1. Identify and evaluate risk factors and behaviors associated with health, disease, and optimal well-being;
2. Identify, analyze, and evaluate the physical, social, emotional, intellectual, and spiritual factors that influence health behavior and well-being;
3. Develop theory-based intervention strategies and techniques to effectively influence health behavior change;
4. Identify various psychosocial factors (e.g., self-esteem, locus of control, self-efficacy, health beliefs, cultural values, etc.) that play a role in the behavior change process and utilize them in individual and group program planning;
5. Identify and promote the use of self-management skills that lead to lifelong adherence to healthy lifestyles;
6. Demonstrate the use of various motivational (incentive, compliance, and adherence) techniques in the design of individual and group program planning and delivery; and
7. Identify, analyze, and utilize the socio-cultural forces that shape personal and group viewpoints regarding fitness, physical activity, health, and wellness; and
8. Identify and analyze the impact of social determinants of physical activity, health and well-being in individual and group program planning and promotion.
YOUR INSTRUCTOR

The instructor for this course is Dr. Scott D. Winnail, MSPH, Ph.D.

Email: swinnail@livinguniv.com  Phone: 704-708-2292

You may email your instructor with any questions or thoughts. When doing so, be sure to include HPRO 114 in the subject line of your email. This will allow your instructor to know that the email is a course matter and enable him to tend to your email accordingly. Your instructor may take two to three days to respond to emails due to responsibilities outside of Living University requiring him to travel frequently. At the very least, an email acknowledging received email will be sent, time permitting.

Course lectures will take the format of both video and audio. PowerPoint slides will accompany lectures and videos will also periodically be available for download with lectures. See the course website for details.

COURSE PROTOCOLS

Technology access

This course requires web access and the student has to have an established email account. The following free ware may be useful for this course:

- Adobe Acrobat Reader is necessary to view documents that are PDF files. It may be downloaded for free at http://www.adobe.com/products/acrobat/readstep2.html, which may then be installed and used to access PDF documents on the course website.

Students with disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities have a learning environment that provides for reasonable accommodation of their disabilities. Students having a disability requiring an accommodation should inform the instructor by email (on the course “Info” page click on the instructor’s name and then select “Send Email”).

Attendance in this online course

One of the most vital aspects of the college and university experience is attendance and punctuality in the learning environment. Regularity of attendance is necessary for students to derive maximum benefit from a course and to maintain a satisfactory academic record, whether in an online course or in an on-campus course. We have noticed that students who fall behind in their coursework typically drop out. Therefore, we highly encourage you to complete your assignments on time, as we want you to succeed. Remember Ecclesiastes 9:10: “Whatever your hand finds to do, do it with your might; for there is no work, nor device, nor knowledge, nor wisdom, in the grave, where you go.”

Please be aware that all students who fall behind in an online course and do not complete twenty-five percent (25%) or more of the total assignments and other required activities for a course, on or before “Last day to withdraw from a course” without a grade penalty as set forth in the University Academic Calendar, will receive a grade of “W” for it. After that date, the grade will be a “WF” and counted in a student’s GPA.
Moreover, an instructor may drop a student from a course whenever the instructor concludes that a student’s class attendance or punctuality endangers the student’s success or places other students at risk.

**Withdrawing from or dropping this course**

It is the responsibility of a student to drop a course if he or she cannot meet the requirements of the course. Any student who stops attending a course without officially withdrawing from it risks receiving a punitive grade for that course. A student who finds it necessary to drop a course after the Late Registration (Drop/Add) Period must notify the Registrar’s Office in writing. Please note the following:

- If a student drops a course on or before the “Last day to withdraw from a course without a grade penalty” as published in the University Academic Calendar, even if his or her work is not of a passing grade, then a “W” is recorded.
- If a course is dropped after that date, but before the last 21 calendar days of the semester, then the instructor determines the grade. The faculty member will at this time record a grade of “W” if passing (not computed in GPA) or “WF” if failing (computed in GPA).
- Students who drop a course, yet remain in one or more other courses during the last 18 calendar days of the semester, will receive a grade of “WF.”
- Students who completely withdraw from the University at any time during the semester may be given a grade of “W” on all courses.

If students do not initiate the withdrawal process, the instructor is required to initiate the administrative process and to record a grade of “W” or “WF” for the course depending on the date the faculty member drops the student from the course. Students who register for a course as an audit, but then withdraw will be assigned a grade of “W” for the course.

**Course evaluation**

We welcome your input for improving this course. Making suggestions to us by email is helpful. Our goal in this course is to facilitate the successful achievement of all instructional objectives by all students. At the end of the course, you will have the opportunity of assessing the course. We want to make distance-learning courses as effective as we can. We may also ask some other questions concerning your experience in distance learning to help us improve our program. We appreciate your letting us know how we can improve our products and services for you and other distance learners.

**TEXTBOOK**


*(This text is designed to be kept as reference resource upon the conclusion of the course).*

**COURSE REQUIREMENTS**

**Due dates and extensions**

Submit assignments on or before the date due. No late or make-up assignments will be allowed accept for extreme circumstances (permission of instructor is necessary).
Icebreaker assignment
All students are required to post a brief Icebreaker biography to the forum by the end of the first week of class. Post a brief biography/background on yourself in which you briefly answer the following questions: (please limit your comments to 200 words). The assignment is worth 15 points.
   a. Your Name and the Church area that you attend.
   b. How long you have been part of/attending the church.
   c. Why you are taking this particular course and what you hope to learn.
   d. Whether or not you have taken any other Living University courses.
   e. Where you intend to attend the Feast of Tabernacles this year (if you are able to attend), and why you picked this site.

Reading assignments
Students will be responsible for the chapter readings that correspond with the class lecture. Be sure to read the chapter prior to logging in and completing the weekly assignment. Readings will correspond with in-class assignments and will help you be better informed. Completing the readings in advance will make the assignments make more sense to you!

Additional readings will periodically come from church literature and other sources. The appropriate web links will be designated on the course web site. Be sure NOT to miss these readings as listed on the lesson pages of the course.

Discussion forums
Students are expected to participate in class discussions by posting weekly comments and questions they might have on the Discussion Forum (see the link on the course web site). Each week there will be one or two questions posted on the web page that are related to that week. If there are “no unique discussion questions” posted for that particular week, you should choose from one of the following questions to write on and relate the question to one of the topics covered in the readings for the week. Also, make sure that your “comments” are more than merely “personal opinion.” Your comments should be grounded in your chapter readings, lecture notes, and based on scripture.

   a. What item from the reading this week was most interesting to you? Why?
   b. How did the readings this week relate to, reinforce, or conflict with a Bible principle?
   c. What implications does one of the items that you learned about have for your lifestyle or the future of your family?
   d. How might something you learned this week be addressed similarly or differently in God’s Kingdom?

Minimal participation requires “one” posting per week. Students should also take time at the end of each week to read//review comments from their classmates. You are required to “comment back” to at least two of your class mate’s comments. The comments are due by Monday evening of the same week, by 10pm in your time zone. Class participation points will be assigned in accordance with your level participation, and will be a combination of student and instructor input. The rubric below, will be used for you and I to determine a class participation score. 50 points possible. Please note that these discussion posts will add to the interactivity of the class, allow you to know what you fellow classmates are thinking, and also get to know your classmates better. The more you are engaged in these class discussions, the more you will learn from of the course and the more you will enjoy it.
<table>
<thead>
<tr>
<th>Scale</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Volunteers to share quality ideas/thoughts/findings from readings and experiences with peers <em>frequently</em>. In addition, presents questions to peers and instructor regarding ideas presented. Student is <em>always</em> prepared for class, having completed readings and assignments ahead of time. Comments are well grounded in readings, lecture notes, and scripture (when applicable). Usually posts “replies” to comments made by classmates.</td>
</tr>
<tr>
<td>4</td>
<td>Volunteers to share quality ideas/thoughts/findings from readings and experiences with peers <em>frequently</em>, but comments <em>may not</em> be solidly based upon readings, lecture notes, and scripture (when applicable). <em>Usually</em> prepared for class, having completed readings and assignments ahead of time. Posts “replies to classmate comments <em>some of the time.</em>**</td>
</tr>
<tr>
<td>3</td>
<td>Volunteers to share quality ideas/thoughts/findings from readings and experiences with peers <em>less frequently</em> than required. <em>Generally</em> prepared for class, having usually completed readings and assignments ahead of time. Comments are often based on opinion and rarely on readings, lecture notes, and scripture (when applicable). <em>Occasionally</em> posts “replies” to classmate comments.</td>
</tr>
<tr>
<td>2</td>
<td>Shares ideas/thoughts/findings from readings and experiences as directed, but little effort is put into insuring that they are of quality, and usually comments are much more “opinion” than based on fact and readings, lecture notes and scripture (when applicable). <em>Occasionally</em> prepared for class, rarely having completed readings and assignments ahead of time. <em>Does not</em> post reply comments to classmate comments.</td>
</tr>
<tr>
<td>1</td>
<td>Is unable to share quality ideas/thoughts/findings from readings and experiences with peers <em>consistently</em>. Seldom or <em>never</em> prepared for class, failing to complete readings and assignments ahead of time. <em>Does not</em> post reply comments to classmate posts.</td>
</tr>
</tbody>
</table>

**Writing assignments**

Article critiques due by Monday at 8pm in your time zone on the following dates Aug 29, Sept 12, Dec 5—or sooner. Critiques should be approximately *one-two pages*, single spaced, typed. They should include the author(s), source (where the article came from), article title, publication date, and page numbers and should use the MLA referencing style included at the end of the syllabus. Sources may include newspapers, magazines, professional journals, or web sites. Topics should reflect health related topics of interest to you. Critiques should contain three components: 1) source/reference, 2) summary, and 3) personal opinion section. The summary should give a brief but detailed overview of the article content “in your own words” – try to avoid quoting the article directly. The personal opinion section should contain your commentary and comments on the article and the situation. Share how you felt after reading the article... was it easy to understand and read, was the information useful, was this source reliable (why or why not?), how do you plan to use the information? etc. Critiques will be graded based upon the following criteria: 1) all three components should be present, 2) article summary and personal opinion should have sufficient detail so as to give the instructor a thorough understanding of both the article and your understanding of the article, 3) grammar, spelling, etc., 4) neatness, presentation, and flow, 5) Source/citation should be done in MLA style (see examples at end of syllabus). **20 points each.**

**Four additional activities:**

You are free to complete these Activities and turn them in at any time prior to and up to the date due. These Activities are designed to get you to think further on particular topics and issues related to class. They will be graded upon the degree to which you completed the activity, clarity of your descriptions, and the amount of effort you put into them. Activities should be typed. Activities will be due on Mondays by 8pm in your time zone on the following dates:
A. **Activity 1**, due **Sept 6 (This is a Tuesday)**. Choose from one of two options listed under **Activity 1** at the end of the syllabus. Activity 1 is worth **25 points**.

B. **Activity 2**, due **Sept 19**. Choose from one of two options listed under **Activity 2** at the end of the syllabus. Activity 2 is worth **25 points**.

C. **Activity 3**, due **Nov 7**. Activity 3 is worth **25 points**.

D. **Activity 4**, due **Nov 14**. Activity 4 is worth **25 points**.

**Quizzes and examinations**

Three quizzes will be given throughout the course. The quizzes will reflect the cumulative lecture material and readings up to the day of the quiz. After the first quiz, subsequent quizzes will cover material given between the two quizzes. Quizzes will be multiple choice and open book and notebook. Quizzes will address chapter readings, additional readings, and lectures. Your quiz is due by 8pm in your time zone, on the following dates, typically Mondays. Quizzes may be submitted earlier than the due date. **Sept 26, Nov 21, Dec 19**. Quizzes are worth **75 points (total=225)**.

**IMPORTANT NOTE**: Although the quizzes are open book and notebook (NOT proctored), you really need to “study” ahead of time for these assessments. If you study ahead of time by reviewing your notes and the chapters covered, it will greatly expedite your quiz time on task. If you do not study ahead of time, the quiz will end up taking a great deal of time. There should be NO discussion with classmates regarding the quizzes.

**GRADING**

A course grade will be determined based on the number of points a student has earned over the semester as follows:

<table>
<thead>
<tr>
<th>SUMMARY OF COURSE REQUIREMENTS</th>
<th>Point Value</th>
<th>Letter Grade</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Icebreaker</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three article critiques (20 points each)</td>
<td>60</td>
<td>A</td>
<td>405 points or above (90%)</td>
</tr>
<tr>
<td>Three quizzes (75 points each)</td>
<td>225</td>
<td>B</td>
<td>360-404 points (80%)</td>
</tr>
<tr>
<td>Class participation</td>
<td>50</td>
<td>C</td>
<td>315-359 points (70%)</td>
</tr>
<tr>
<td>Four additional assignments (25 points each)</td>
<td>100</td>
<td>D</td>
<td>270-314 points (60%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>450</strong></td>
<td>F</td>
<td><strong>269 points or below</strong></td>
</tr>
</tbody>
</table>

**ACADEMIC IRREGULARITY**

Students have the responsibility for conducting themselves in such a manner as to avoid any suspicion that they are improperly giving or receiving aid on any assignment or examination. An academic irregularity not only includes cheating, but also includes plagiarism (taking another’s ideas and/or words and presenting them as if they were the writer’s own) and the submitting of the same paper in separate courses without prior consent from the faculty members concerned. In cases of suspected academic irregularity, faculty members may refuse to grade such papers or examinations, completely or in part, and to record each of them as a failure. If an academic irregularity is sufficiently serious, the University may take one or more of, but not limited to, the following actions:
1. Drop the student from the course with a grade of F;  
2. Place the student on academic probation; and/or  
3. Dismiss the student from the University.

**COURSE OVERVIEW**

The following is a list of lesson topics and assignments for the course:

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction, Syllabus, Explain Assignments.</td>
<td>Read CH 1</td>
</tr>
<tr>
<td></td>
<td>Basics of Healthy Change.</td>
<td>Post Icebreaker</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post weekly comments</td>
</tr>
<tr>
<td>2</td>
<td>Psychosocial Health</td>
<td>Read CH 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Article Critique #1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post weekly comments</td>
</tr>
<tr>
<td>3</td>
<td>Managing Stress</td>
<td>Read CH 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activity #1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post weekly comments</td>
</tr>
<tr>
<td>4</td>
<td>Preventing Violence and Injury</td>
<td>Read CH 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Article Critique #2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post weekly comments</td>
</tr>
<tr>
<td>5</td>
<td>Healthy Relationships – Communication</td>
<td>Read CH 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activity #2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post weekly comments</td>
</tr>
<tr>
<td>6</td>
<td>Birth Control, Pregnancy, and Childbirth</td>
<td>Read CH 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>QUIZ 1 (on chapters 1-6)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post weekly comments</td>
</tr>
<tr>
<td>7</td>
<td>Being a wise consumer</td>
<td>Read CH 16</td>
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<tr>
<td></td>
<td></td>
<td>Post weekly comments</td>
</tr>
<tr>
<td>8</td>
<td>Nutrition – Healthy Eating</td>
<td>Read CH 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post weekly comments</td>
</tr>
<tr>
<td>9</td>
<td>Weight Management – Finding a healthy balance</td>
<td>Read CH 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activity #3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post weekly comments</td>
</tr>
<tr>
<td>10</td>
<td>Fitness and Physical Activity</td>
<td>Read CH 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activity #4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post weekly comments</td>
</tr>
<tr>
<td>11</td>
<td>Complementary and Alternative Medicine</td>
<td>Read CH 17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>QUIZ #2 (on chapters 9-11, 16, 17)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post weekly comments</td>
</tr>
<tr>
<td>12</td>
<td>Understanding Addictions Alcohol, Tobacco and Caffeine</td>
<td>Read CH 7 &amp; 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Article Critique #3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post weekly comments</td>
</tr>
<tr>
<td>13</td>
<td>Cardiovascular Disease and Cancer Infectious and noninfectious conditions</td>
<td>Read CH 12 &amp; 13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post weekly comments</td>
</tr>
<tr>
<td>14</td>
<td>The Aging Process Environmental Health Issues</td>
<td>Read CH 14 &amp; 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>QUIZ #3 (on chapters 7, 8, 12-15)</td>
</tr>
<tr>
<td>Lesson</td>
<td>Topics</td>
<td>Assignments</td>
</tr>
<tr>
<td>--------</td>
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<td>--------------------------------------</td>
</tr>
<tr>
<td>15</td>
<td>Course Wrap-Up</td>
<td>Submit Class Participation Evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Submit Course Evaluation</td>
</tr>
</tbody>
</table>
ACTIVITY INSTRUCTIONS

Activity #1

Mental and Psychosocial Health

Choose and complete ONE of the following activities. Your assignment should be typed and completed by September 6 (this is a Tuesday) at 8pm. (25 points)

1. **Clinical Site Resource Identification.** This activity is designed to provide students with an opportunity to learn more about the mental health services available to the public in their area. Students should select a private or nonprofit agency or clinical setting where mental health or social services are provided, e.g., Hospital, Health Center, Clinic, Government Agency/Ministry, private practice, or related entity in your area. Call or email ahead and obtain permission from the program director prior to conducting the interview. Students should answer the following questions and type up and submit their results to the instructor by the appropriate date.

   A. Which community resource did you choose (Name, Address, Contact Person’s name and certifications of this person)
   B. What kind of mental health/psychological/psychiatric services does this resource provide?
   C. What kind of written materials are available from this resource?
   D. How many and what types of personnel are employed at this location? (Types of licenses or certifications?)
   E. What types of clientele/patients are serviced by this resource?
   F. What type of fees are required from clients or patients?
   G. What did you learn from completing this activity?
   H. How might you use this new found information in the future?
   I. How might a facility like this be different in God’s Kingdom?

2. **Brief Research Paper:** Using the Internet or local library, research a specific mental/psychological disability (for example, bipolar disorder, a specific phobia, etc.). Find out the following information and incorporate it into a 2-4 page paper: 1) background and history of the disorder/illness (how it happens), 2) treatment options for the condition, 3) prognosis or long-term results of the illness, 4) proportion of the population who will experience this disorder, 5) recommendations for how the community should deal with and treat individuals with this condition/disorder now or in God’s Kingdom, 6) one biblical principle a true Christian with this disorder could use to more effectively deal with the disorder. Paper should be typed.
Activity # 2

Human Sexuality Activity

Choose and complete only ONE of the following activities. Your assignment should be typed and completed by September 19 at 8pm. (25 points)

1. **Pregnancy and Parenthood interview:** Contact a person (male or female) that you know who is a mother or father. This can be a friend or relative. The purpose of this activity is to expose you to some of the issues of pregnancy, childbirth, and parenting. (If you are a parent, answer the questions for yourself. For question “I”, give advice to someone considering becoming a parent.)

   Ask this person the following questions:
   a. Age, gender, your relation to this person.
   b. How old was this person when they became a parent?
   c. What are a few positive things that this person recalls about the pregnancy?
   d. What are a few negative things that this person recalls about the pregnancy?
   e. What stands out most in this person’s memory about the birth of their child?
   f. How did their life change from before to during pregnancy?
   g. How did their life change once the baby arrived?
   h. What advice does this person have for anyone considering becoming a parent?
   i. Now, write a paragraph reflecting on this interview. What did you learn and what information will be helpful to you in the future?

2. **Internet/Library Search:** Using the internet or a local library, identify three different contraceptive methods that you want to learn more about. Research these methods and answer the following questions and type your answers:
   a. What site(s) did you visit for your information? (name of internet sites or library)
   a. What contraceptive methods did you look up?
   b. What are pros and cons to using each method?
   c. Which method is the most effective as well as most “cost effective”?
   d. How reliable is the information provided at this particular web site or library source?
   e. What information from your research was most interesting to you?
   f. Do you think this method of contraception should be used by a Christian? (Why/why not?)

3. **Relationship interview:** Identify a person who has been married for a minimum of 10 years. This person should probably be a friend or family member. Type the answers to the following questions. You should NOT answer these questions personally, but rather, find someone else to ask the questions to. Answer the following questions:
   a. Gender, age, and how long they have been married.
   b. What were characteristics that originally attracted them to their mate?
   c. What characteristics NOW attract them to their mate?
   d. What are the most important keys to maintaining their marriage?
   e. What are three things to NEVER do in a marriage?
   f. What advice do they have for someone hoping to become successfully married, or who is currently married and desires to make their marriage more successful?
   g. Now, reflect on the interview. What did you learn from the interview? What information was the most useful to you, based upon what you learned?
Activity #3
Health Consumerism ACTIVITY

Instructions: From the activities below, choose the one that most interests you. The assignment should be typed and be no more than 3 pages in length. Submit by Nov 7 at 8pm. (25 points)

1. **Generic vs. Brand Name Drugs:** Go to a local store that sells “over-the-counter” drugs: e.g., a discount store, grocery store, another drug store, apothecary, or similar store. Look for 2 common over-the-counter drugs like: pain medication for headaches, antihistamines, cold medicine, etc. Find the “Brand Name” drug (like Tylenol) and compare it to a generic, or “off brand” equivalent (like AmericanFare, Equate, CVS, ASDA, Woolworths, etc.). When comparing the two products, compare ingredients, dosage amounts, benefits of using the product, amount of product in the container, and overall cost. Do this for two different products, like pain relievers and decongestants. Once you complete this task, write up a 2-3 page paper on your experience. 1. Share what you found and learned. 2. Share any new found information. 3. Also, give recommendations on whether the “Brand Name” or “generic” products are better to use, if you choose to use them, and why? 4. Add any other comments or observations that you think are important, including any advice you would give to someone contemplating using the product.

2. **Alternative Medicine Search:** Using your chapter readings as a springboard, identify one complementary or alternative therapy or product that you are interested in learning more about (this should not be a traditional form of “western” or allopathic medicine). This could be an herbal supplement (e.g., echinacea, golden seal, an essential oil, etc.), a specific type of food that is “said” to have special properties (e.g., garlic, ginger, etc.), or a therapy that is used to treat a specific medical condition (e.g., chiropractic, acupuncture, aroma therapy, etc.). Do an internet search on the product, using at least three different websites. At least one of the web sites should end with the suffix “.edu” or “.gov”. The websites that end in “.com” or “.org” often have good information, but are usually “agenda driven” or trying to sell products, therefore they are usually quite biased. The “.edu” and “.gov” web sites are generally “less” biased and typically show a more “well rounded” perspective, as well as share real research on the topic, if it is available. **NOTE:** See the box article on p.516 or your text book for more information to be aware of regarding the “validity” of web sites on CAM. Other helpful sites are those found under the “Accessing Your Health on the Internet section on p.520 of your text. In your write up provide the following: 1. The name(s) of the product or therapy. 2. A brief history of the product or therapy. 3. The claims of the product or therapy and whether the claims are valid or questionable, based on your review of the three web sites (If claims are valid, there should be some scientific research to back them). 4. The pros and cons of using the product or therapy (any possible side effects or contraindications). 5. Whether or not you would recommend use of the product or therapy, and why? or why not? 6. Whether or not you think using the product or therapy goes against any godly or spiritual principles.
Activity #4
Physical Activity Planning

The assignment should be typed and submitted by Nov 14 at 8pm. (25 points)

The most commonly given reason why individuals are not adequately physically active is a “lack of time.” How many times do you or people you know, fail to leave enough time to take care of the “temple of God’s Spirit” (I Corinthians 3:16-17), because of failure to properly plan for it and then “protect” that time that was planned for? For this assignment, sit down with a piece of paper and do the following… Use the following steps to plan out a “real life” way to increase your current level of physical activity. Write up and submit your results (this will likely take 2-3 pages). You may want to review a good bit of chapter 1 in your textbook to refresh yourself on a number of key concepts related to successfully changing behaviors.

1. **Identify the type/types of physical activity or exercise that you wish to engage in regularly** (at least three times each week). Make sure your activity choice is enjoyable to you and will benefit your health. Also make sure you can actually accomplish it and that it is “doable.” List no more than two types of activity to begin with – one form is ideal to begin with. Once you have mastered these, you can increase your frequency, or add another activity.

2. **Identify 5 “predisposing factors” for this activity, as listed in chapter 1 of your text book** (page 13) and briefly describe HOW they may “help” predispose your activity to success or failure. These factors include life experiences, current knowledge, cultural or ethnic heritage, beliefs and values. They also include: age, sex, race, income, family background, educational background, and access to facilities. For example, if your parents hated physical activity and exercise, you are much more likely to feel the same way. Versus, if your parents enjoyed physical activity, you are more likely to do the same. Another example is age: If you are later in life, there may be certain types of physical activity that are extremely difficult or even dangerous.

3. **Identify 5 “enabling factors” for this activity, as listed in chapter 1 of your text book** (page 13) and briefly describe HOW they may “help” enable your activity to be more or less successful. Enabling factors make a behavior easier or more difficult. “Positive enablers encourage you to carry through on your intentions. Negative enablers work against your intentions to change.” Enablers include your physical, mental, and emotional abilities, your skills, and your access to resources. For example, if you want to get exercise by riding a bicycle, but do not own one and do not know how to ride one, this will NOT “enable” you to be successful. Versus, if you own a bicycle, know how to ride, and have a location to ride it, you will be “enabled” to be successful.

4. **Reevaluate whether your activity choice is a wise one – pick another activity if necessary and repeat steps 2 and 3.** At this point, after reviewing your list of “predisposing” and “enabling” factors, initially evaluate whether you can accomplish the task you set out to do. Can you realistically engage in this physical activity successfully? If all the factors are “against” your choice, then you need to pick another activity and re-evaluate it for predisposing and enabling factors.

5. **Identify and/or “create” 3-5 “reinforcing factors for your chosen activity, as listed in chapter 1 of your text book** (page 14) and briefly describe HOW they may “help” reinforce your behavior and make it more successful. Reinforcers are the presence or absence of support, encouragement, or discouragement from important people in our life or from other situations. For example, if you choose to “walk” for one half hour each day, if you have a “walking partner” who will encourage you and do the activity with you, they will “reinforce” the activity that you want to participate in. Another example: perhaps you “schedule” your activity time on your calendar three times each week – this way you are sure not to “schedule over” your physical activity time.
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Textual reference to follow your statement:
When quoting from a source, a citation includes the author’s last name and the page number where the quote or information can be found, included in parentheses as follows: (Smith 124).

Direct quote: “All too often, people eat tofu and despise the experience. However, there is a proven method to eating tofu that will guarantee enjoyment (Public and Price 244).

General citing, where not quoting directly: In their book Fun with Eating, Public and Price prove how to eat tofu in such a way that you will always enjoy it (244)