

Personal Wellness - HLP1081 Syllabus

Fall A 2022 (August 15 - October 3)

I. Course Information

Course Title: Personal Wellness

Telephone No.: 352-854-2322 x1326

Course No. and Section: HLP1081/70

Email: abbruzzs@cf.edu

Instructor Name: Steven Abbruzzi

Credit Hours: 3

Meeting Day & Time: Online

Course Location: Online

Online / Virtual Office Hours:

MWF 9:00am - 12:00pm / T, TH 8:30 - 9:30, 11:00am - 12pm

Extended Emergency Closure

“For emergency campus closings (natural disasters, etc.) call 352-291-4499 or 800-831-9244 or check our [website](#) (CF.edu).”

II. Course Description

Teaching philosophy and/or expectations:

My role in this online format is that of course instructor / facilitator. The design of the course places the responsibility for working through the chapters and for learning the material on the student. It is the student's responsibility to meet all deadlines. The student may work as quickly through the modules as he or she likes and is encouraged to do so. No make-ups or re-takes will be given. The student is expected to be an active participant in the teaching and learning process. Learning is not a spectator sport. Student success will depend on the ability of the student to pace him/her according to the class schedule and to think in a scholarly and independent manner. The student is expected to review the online CANVAS tutorial and class syllabus before beginning.

Course goal and/or course description:

This course is designed to help students understand their current health status and provide them with the knowledge to create a functional wellness program and lifestyle.

Course Objectives:

- Review common stressors, responses and coping mechanisms.
- Evaluate personal nutrition needs and develop a healthy eating plan.
- Develop an appropriate and realistic fitness plan.
- Evaluate the characteristics of healthy relationships.
- Examine personal drug use.
- Compare medical alternatives and consumer health care options.
- Describe the risk factors for infectious diseases, heart problems, cancer, and other serious illnesses.
- Determine factors that increase personal safety.
- Explore the foundations of psychological wellness.
- Understand the components of holistic or “whole person” wellness.

Textbook Information:

Required Textbook Title: **Total Fitness & Wellness-w/mastering health**

Edition: **8th**

Author of Text: **POWERS - DODD**

ISBN No.: **9780135213315**

Note: **OR: MasteringHealth with Pearson eText -- Instant Access for Total Fitness & Wellness**

ACCESS CODE NEEDED FOR THIS CLASS. MUST HAVE BEFORE CLASS STARTS

III. Student Learning Outcomes/Course Objectives

Communication: The student will read, write, speak, and listen effectively.

1. Read materials and effectively understand essential facts and concepts.

How Measured: Quiz

2. Write an organized document that communicates effectively and appropriately for the situation.

How Measured: Wellness Plan

Quantitative and Analytical Reasoning: The student will understand and apply mathematical and scientific principles and methods.

1. Performing accurate computations using order of operations with and without technology. How measured : Activity 3-4.
2. Interpreting and communicating understanding of visual representations of data. How measured: Activity 6

Computer & Information Skills: The student will be able to evaluate the importance of technology and its applications.

1. Access, research, and retrieve information using the Internet.
How Measured: Activity 6
2. Implement appropriate security measures in a digital environment.
How Measured: Orientation

IV. Assessment

Evaluation: Evaluation for this course will be determined by your participation in class activities, including regular progress, timely submission of your class assignments and demonstrated knowledge and performance on assessments and examinations. Please check the specific breakdown for the material presented in this class. Points on assignments will be deducted for poor grammar and spelling and submitting after the due date.

Quizzes: 40% of the final average; 1 quiz per chapter as per schedule. Quizzes to be completed during the Module listed in the schedule. ONE attempt for each.

Chapter Discussion Questions/Assigned activities: 40% of your grade

1-4 questions or activities per chapter with various point counts. More challenging assignments earn relatively more points; however, assignments will always be graded for quality. Assignments with 0 points are read only with questions from the info included in quizzes and exams. More than half of these points are earned through Mylab and Mastering. Chapter assignments are found under each Module and must be completed prior to the deadlines listed on the calendar. Select “Modules” to locate chapter folders.

*Assignments: All assignments are due as listed in this syllabus. Late assignments may or may not be accepted, under extenuating circumstances, but if so are always subject to a grade deduction. Typically, late chapter assignments are reduced by 50% for each late day, minimum. The Course Schedule section of this syllabus outlines due dates. No assignment will be accepted if more than one WEEK past due date. Late work during the last 2 weeks of the course is not accepted at all. Questions should be

emailed to the instructor using Canvas email. Do not enter questions in the assignment drop box.

- Final Exam: 20% of your final average. This exam must be completed on your own-- no collaboration allowed.

STATEMENT: Due to unforeseen happenings, it may be necessary for the course assignment schedule to be altered. The instructor will always strive to be fair about any changes.

Grading scale

GRADING SCALE (percentage):	
A:	90-100.
B+:	87-89.
B:	80-86.
C+:	77-79.
C:	70-76.
D:	60-69.
F	0-59

The College of Central Florida is committed to helping you succeed and achieve your academic, personal and career goals. There are a wide range of resources and support services available to you. When students are connected early to resources and support systems on campus they are more likely to stay in classes, perform better in those classes, and complete their path more quickly. One example is through an Early Support Program, where you may receive an email indicating your professor or advisor is reaching out directly to help connect you to support services. This may include connecting you to tutoring, financial support, psychological support services, and disability services just to name a few. Be aware, you can also reach out to these services on your own as well. Additionally, we offer free tutoring, disability services, a testing center, and many other resources which are all available to you. [Please refer to the College Resources, Dates, and Policies document in your Canvas course to learn more about these supports.](#)