

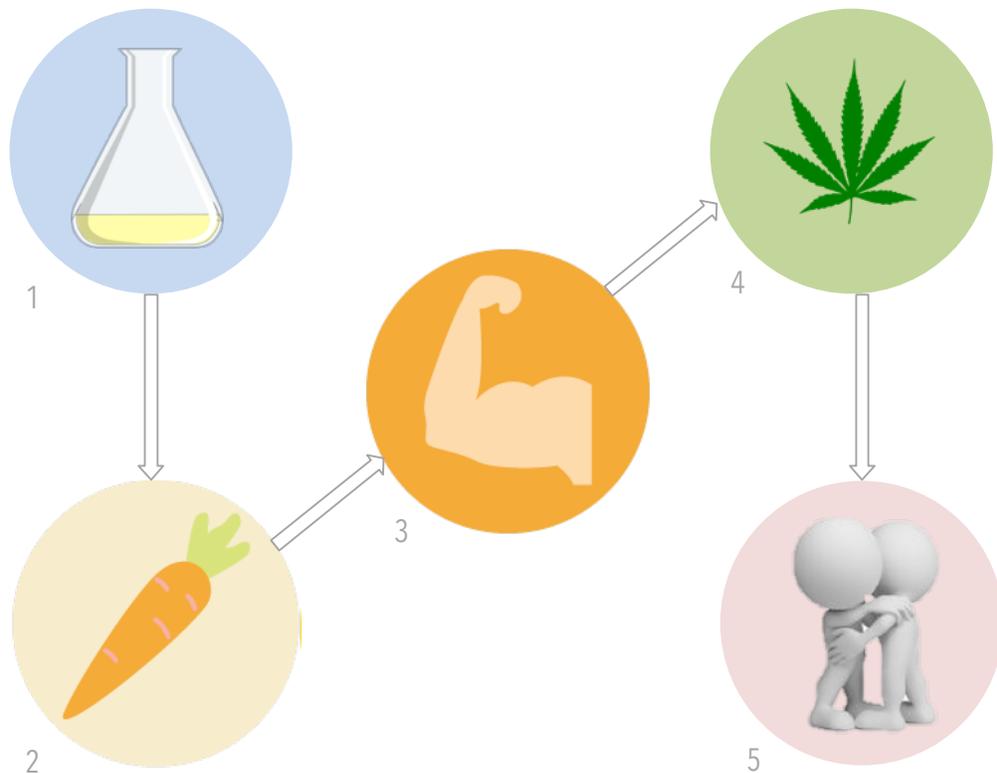
# HPHY 112 the science of health

winter 2018  
lecture tues & thurs, 4-5:20 pm  
HED 220  
plus weekly 50 min discussion

dr. robin hopkins, phd  
rhopkins@uoregon.edu  
255 Esslinger Hall  
541.525.0403

## course overview

Everyday we are continually bombarded with information about fitness, nutrition, disease, and what we should be doing in order to be healthier individuals. But is there really one tip that will cut my belly fat? Do I really only need 10 minutes of exercise a day? Does pomegranate juice really prevent cancer? This course is designed to provide you with a framework for how to critically assess health claims such as these, as well as help you gain a more holistic view of what true health really means. Using the process of scientific research as a scaffold, you will be empowered to make informed decisions about whether the health claims and issues you see in the popular media are legitimate or bogus.



Above is the general outline of the course. We will start by exploring how scientists approach asking and answering questions (1), and then apply those strategies to questions surrounding nutrition (2), physical fitness (3), drugs and alcohol (4), and sex (5). For each topic we will study the anatomy and physiology underlying current health issues, and engage in activities to help you take steps toward positive change in your own personal health.

## intended learning outcomes (ilo's)

by the end of this course you will be able to:

1. access and assess the trustworthiness of various sources of information.
2. use the process of science to critically assess the credibility of health claims in popular culture.
3. explain the underlying anatomy and physiology of current health topics and conditions.
4. access and utilize tools to assess the various facets of your health.
5. develop and monitor goals for improving your health.

## what's the point?

Understanding health inevitably involves learning some facts about the human body. The overall goal of the course, however, is not to memorize information, but for you to learn and master an approach for critically assessing health claims you come across everyday. Having a strategy for how to analyze and determine the trustworthiness of health information is an essential skill you will use to make informed decisions about your health now, and for the rest of your life!

## what will I be graded on?

### assignments

- pre-class assignments (PCA's) (10%)
- health claim assessments (HCA's) (20%)
- self-assessments (5%)
- final reflection (5%)

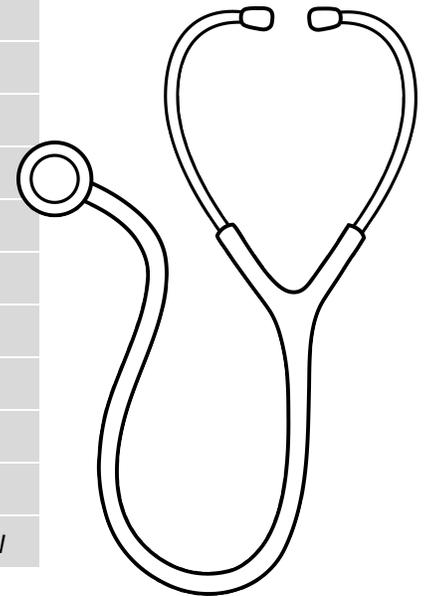
### discussion

- practice exams (10%)

### exams (40%)

### class participation (10%)

A+	97-100%
A	93-96%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	59% or below



## office hours

Dylan - Tues, 2:30-3:30 pm, ESS 180  
Robin - Wed, 3:00-4:00 pm, ESS 255

## how much time should I be spending on this course?

The university equation for calculating the workload of a course is 3 hours/week for each credit. For this course it works out to 4 credits x 3 hours = 12 hours/week. This means that each week you can anticipate spending approximately 3 hours in lecture, 1 hour in discussion, and 8 hours of self-study (completing assignments and studying for exams).

# assignments

## pre-class assignments (PCA's) (10%)

The purpose of pre-class assignments is to help you be prepared to participate during lecture. They involve reading the text or other supplemental materials, and answering questions. Go to the "PCA" page on Canvas for detailed instructions, grading guidelines, and to access/submit PCA's. Your lowest PCA score will be dropped

## health claim assessments (HCA's) (20%)

Every week you will assess the credibility of a health claim. Class time will be used to assess the trustworthiness of each others resources, and to discuss the health claims with your peers. Go to the "HCA" page on Canvas for detailed instructions, grading guidelines, and to access/submit HCA's.

## self-assessments (5%)

Self-assessments will include completing a survey or activity, then reflecting on the results and setting goals for areas of improvement. Self-assessments will be graded on completion only.

Complete/on-time: 3 points, Complete/late OR Incomplete/on-time: 2 points, Incomplete/late: 1 point

## final reflection (5%)

The course involves several opportunities for self-assessment across various facets of health. In addition to identifying the major concepts you took away from the course, your final reflection encourages you to look back over the term and identify areas of health you are accomplishing well, and areas you can still improve on. Please see "final reflection" in Canvas for assignment details and grading.

*When are assignments due?* See calendar on p.4 for due dates and "Assignments" on Canvas for specific times

*How do I turn my assignments in?* Upload your assignments electronically via Canvas (must be a .doc, .docx., or .pdf file).

*What if I am having technical difficulty?* email Dylan (sieck@uoregon.edu) before class starts and he will assist you with your submission without penalty.

# discussion

## practice exams (10%)

Discussions will predominantly be used for taking practice exams both individually and with your peers. Please bring any questions or concepts from lecture you would like to discuss further. Your peers will likely have the same questions and discussion is the perfect context to work through and practice the course material. Practice exams will be graded for completion only. Each discussion is worth 10 points, 5 for attending and 5 for completing the practice exam and/or other activities.

# exams

## exams (40%)

Exams will include approximately 30 multiple-choice questions. They will cover material from your pre-class assignments and the content we discuss in lecture. Exams are cumulative, meaning they may include material from anything we have studied in the course up to that point, however there will be an emphasis on the most recent material. Each exam will have two parts: Part I - Closed book individual exam (80% of exam grade)  
Part II - Open book group exam (20% of exam grade) After taking the exam on your own, you will take the exact same exam again, but now you can work with and discuss answers with your classmates.

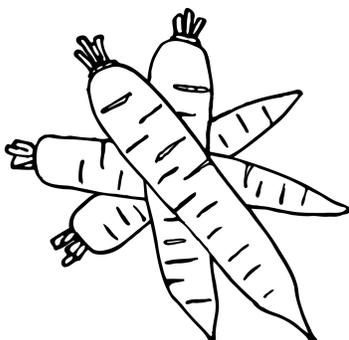
There are five exams (see calendar on p.4) - **NO FINAL EXAM**

# participation

## participation (10%)

- Each class you will use one of your index cards to respond to certain questions. At the end of class you will turn in your index card for participation credit. After 2 "freebies" you will lose one participation point for each card missed.
- i>clickers questions (respond to >80% for full participation grade, <80% will be a 2% deduction)
- student conduct quiz/syllabus quiz - due at the end of week one, these quizzes will help orientate you to the course, as well as the human physiology department's policies surrounding academic honesty.

week	date	class	topic	assignments	discussion
1	T 1/9	1	what is "science"?		mindset
	Th 1/11	2	health in the 21 <sup>st</sup> century	PCA 1	
2	T 1/16	3	health claim/self-assessment day	PCA 2, self-assessment 1	HCA review exam 1 practice
	Th 1/18	4	EXAM 1 (classes 1-3)	HCA 1, Jan.21 <sup>st</sup>	
3	T 1/23	5	ch.4 nutrition 1	PCA 4.1	exam 2 practice
	Th 1/25	6	ch.4 nutrition 2	PCA 4.2	
4	T 1/30	7	health claim/self-assessment day	HCA 2, self-assessment 2	exam 2 practice
	Th 2/1	8	EXAM 2 (classes 5-7)		
5	T 2/6	9	ch.5 physical activity 1	PCA 5.1	exam 3 practice
	Th 2/8	10	ch.5 physical activity 2	PCA 5.2	
6	T 2/13	11	health claim/self-assessment day	HCA 3, self-assessment 3	exam 3 practice
	Th 2/15	12	EXAM 3 (classes 9-11)		
7	T 2/20	13	ch.7 drugs	PCA 7	exam 4 practice
	Th 2/22	14	ch.8 alcohol	PCA 8	
8	T 2/27	15	health claim/self-assessment day	HCA 4, self-assessment 4	exam 4 practice
	Th 3/1	16	EXAM 4 (classes 13-15)		
9	T 3/6	17	ch.10 sexual health 1	PCA 10.1	exam 5 practice
	Th 3/8	18	ch.10 sexual health 2	PCA 10.2	
10	T 3/13	19	health claim/self-assessment day	HCA 5, self-assessment 5	exam 5 practice
	Th 3/15	20	EXAM 5 (classes 17-19)	Final Reflection, Mar. 16 <sup>th</sup>	



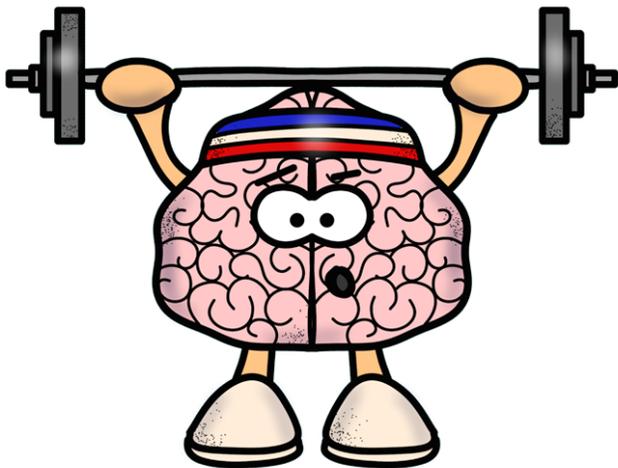
## things you will need

- 1 textbook - choosing health, 3<sup>rd</sup> ed.  
April Lynch, Karen Vail-Smith, & Jerome Kotecki (2018)  
on reserve at the Price Science Commons & Research Library
- 2 3 x 5 index cards  
one package  
bring these to every class/discussion
- 3 i>clicker  
available at the Duckstore  
can be borrowed or purchased from craigslist  
i>clicker 1 or 2 is fine

# how can I be successful in this course?

If I (Dr.Hopkins) was a student in this course, these are the things I would make sure to do in order to stay on top of the material, and get the most out of my learning experience (and tuition dollars!).

THE PERSON WHO  
DOES THE WORK IS  
THE ONLY ONE WHO  
LEARNS.



*the brain is like a muscle you  
can strengthen with hard work*

## for LECTURE ...

- Complete the PCA before coming to class
- Participate and engage in class activities
- Ask questions! Even if you think it's a "stupid" question, your classmates will likely have a similar question
- After class, download the lecture slides from Canvas, listen to the lecture recording and take notes
- Summarize lecture notes in a form that allows you to easily reiterate the material (Quizlet, flashcards, summary sheets). Repetition is key!
- When questions come up while you are studying write them down and bring them to office hours and/or discussion.
- Get to know the teaching team. We are here to help and look forward to meeting you during/after class and in office hours. Even if you don't have a specific question, please come say hi!

## for EXAMS ...

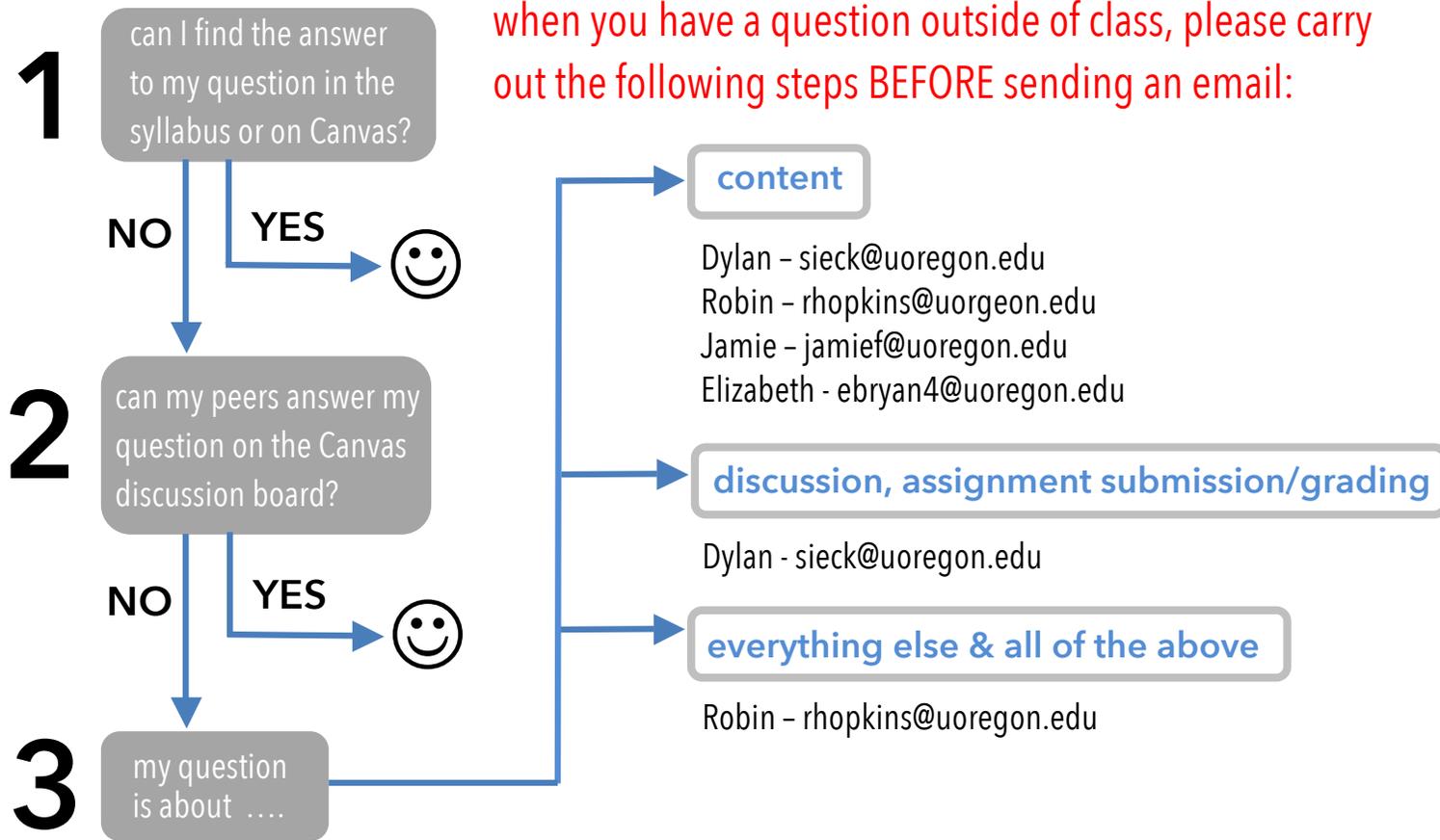
- review:
  - pre-class assignments
  - slides/notes taken from each lecture
  - practice exam questions
- find a study buddy! Quiz each other on material from your PCA's and lecture
- draw out mechanisms and pathways and explain them to a partner.

## for ASSIGNMENTS ...

- keep track of assignments with the course calendar (plug everything into your personal calendar and review it regularly so there are no surprises!)

find a study buddy, and smile!

when you have a question outside of class, please carry out the following steps BEFORE sending an email:



## accessibility & accommodations

Although this course has been designed using the principles of Universal Design, please alert me if some aspect of the course is not accessible to you, and requires adaptation. I would be happy to explore options to help make your learning experience more positive. You are also encouraged to contact the Accessible Education Center, located in 164 Oregon Hall. Please call (541) 346-1155 or email [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu) to schedule an appointment. Students with a letter from AEC indicating additional time is provided on exams are encouraged to take their exams at the testing center.

## required reporting

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. As a member of the university community, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list of those individuals [here](https://safe.uoregon.edu/services)