



Kinesiology and Rehabilitation Science (KRS) 395 E Personal Health and Wellness

Fall 2022

A sense of purpose, a sense of place: Preparing knowledgeable, effective, and caring educators to contribute to a just, diverse, and democratic society

Instructor: Iris F. Kimura, PhD, ATC, PT, Professor
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Course Description: Core concepts in health are presented to enable students to make decisions and take responsibility for their own health and health-related behavior. Students will also develop basic competencies in recognizing, analyzing and responsibly deliberating contemporary ethical issues related to health and wellness.

The Contemporary Ethical Issues (E) Focus Designation: The objective of this course is to create a framework for ethical decision making. Students learn to identify, recognize, demonstrate, and understand contemporary ethical issues by identifying ethical standards: principles that encourage the greater values of trust, benevolence and fairness. Through the use of lectures, discussions, assignments, and utilizing websites: (ie. "Markkula Center of Applied Ethics"), students will develop basic competency in recognizing and analyzing ethical issues; responsibly deliberating on ethical issues; and making ethically determined judgments. Practicing Ethics assignments are assigned, related to selected (E) designation classes.

Ethical Statement: *"This course has a Contemporary Ethical Issues (E) Focus designation. Contemporary ethical issues are fully integrated into the main course material and will constitute at least 30% of the content. At least 8 hours of class time will be spent discussing ethical issues. Through the use of lectures, discussions and assignments, students will develop basic competency in recognizing and analyzing ethical issues; responsibly deliberating on ethical issues; and making ethically determined judgments."*

The course meets the focus hallmarks of the Contemporary Ethical Issues (E) Focus designation:

1. Hallmark #1 - Contemporary ethical issues will be presented and studied in a manner that is fully integrated into the main course content.
2. Hallmark #2 - The disciplinary approach(es) used in the class will give students tools for the development of responsible deliberation and ethical judgment.
3. Hallmark #3 - Students will achieve basic competency in analyzing and deliberating upon contemporary ethical issues to help them make ethically determined judgments.



4. Hallmark #4 - The equivalent of one semester credit-hour or 30% of a 3-credit course will be devoted to contemporary ethical issues.
5. Hallmark #5 - A minimum of 8 hours of class time will be spent in discussing contemporary ethical issues.

I. Conceptual Framework of the College of Education: This course is designed to support the College of Education's conceptual framework and its core values:

A sense of purpose, a sense of place: Preparing knowledgeable, effective, and caring educators to contribute to a just, diverse, and democratic society – The College of Education envisions a community of educators who provide innovative research, teaching, and leadership in an effort to further the field of education and prepare professionals to contribute to a just, diverse, and democratic society.

II. Description of Course Content and Student Learning Outcomes:

- Statement of General Goals:
 - To enhance global understanding and acceptance of how environment, including but not limited to: culture, history, ethnicity, government affect personal fitness, lifestyle, healthcare, morality, morbidity, mortality, and quality of life decisions.
 - To provide comprehensive coverage of personal health and wellness issues and to apply critical thinking skills to everyday situations that relate to ethical principles.
 - To provide basic coverage of ethical difficulties in healthcare issues among UK and European providers.
 - To provide basic coverage of healthcare outcome differences between the US and UK (ie. National = private vs. public, medical cost coverage) for individuals.
 - Invite local (UK) healthcare providers (nutritionist/dieticians, nurses, medical practitioners, psychologist, medical financial advisors)
- Statement of Course Content:
 - Refer to “Projected Course Content/Timeline, list of topics.” Note that specific “FOCUS - Ethical Issues” topics are notated with (E).
 - Demonstrate awareness of how one's cultural values (i.e. financial status/class, religion, ethnicity, heritage, lifestyle, sexual orientation, history, monarchy vs democracy vs. combination = Hawaiian vs. English) may impact and/or bias health care.



- Demonstrate knowledge that one's diversity may influence/bias healthcare availability (i.e. discrimination, harassment, safety, privacy, allocation of medications/donor organs, confidentiality, DNR, etc).
- Demonstrate awareness and knowledge regarding how to communicate effectively and appropriately with diverse individuals to provide appropriate healthcare and health care education (i.e. discrimination, harassment)
- Demonstrate awareness, capacity/ability to evaluate, analyze, healthcare treatment issues (i.e. physician-assisted suicide, end of life issues, favoritism, nepotism, authority, confidentiality) regardless of disparate views.
- Statement of Course Objectives:
 - Students will study the factors that influence the health of the individual with emphasis on the prevention of health problems and promoting wellness. The course is set up as a practicum in training persons to be better educated about personal health and wellness in the mind, body, and spirit.
 - Students' personal health/fitness project and journal assignment will reveal cultural differences between and among students via class/small groups discussions and the final individual class presentation.
 - Students will be able to explain, discuss, and describe the components that affect health and wellness, the role these factors play in positive/negative wellness, and ethics associated with these factors by utilizing case studies, judicial opinions, statutes, codes of ethics, film, and guest speaker presentations.
 - Students will be able to take part in small and large group presentations and discussions, oral presentations, and outside assignments and projects that correspond to the concepts of the course, while recognizing, analyzing, and summarizing the related ethical considerations, for the development of responsible ethical judgments.

III. Required Texts

Core Concepts in Health by Insel and Roth, 17th Edition, McGraw-Hill

Loose-leaf (16th ed. ISBN 978-1-260-15347-7). Hard copy or electronic versions are available.

IV. Course Assignments, Assessment and Grading

- Academic Requirements
 - Two Exams (non-cumulative)
 - Class projects and take-home assignments
 - Behavior Change Contract / Lifestyle survey



- Daily/weekly Journal
- Finance, weekly budget
- Exercise/Activity Journal
- HR Calculation
- Nutrition Journal
- Volunteer/Community Service (6 hours)
- Wellness Worksheets
- Ethical Written Responses/Oral Discussions
 - Contraception/Abortion
 - Sexuality
 - Intimate Relationships
 - Alcohol Misuse/Tobacco
 - Death and Dying
 - Environment

Class participation required (especially in ethical discussions and presentations)

- Administrative Requirements.
 - **Assignments must be turned in on time, thereafter assignments will NOT be accepted. DO NOT EMAIL ASSIGNMENTS.**
 - Make up exam(s) will be provided for an **excused** absence only - with prior approval from the instructor.
 - A grade of "I" (incomplete) will be awarded only in cases where there was proven hardship in the completion of the course requirements. Must keep me informed throughout the semester. Email me: ikimura@hawaii.edu or Call: (808) 277-7586
 - **Grading Scale**
 - A- - A+ 90-100%
 - B- - B+ 80-89%
 - C- - C+ 70-79%
 - D- - D+ 60-69
 - F = 59% or lower
- Evaluation of Performance and Grading

Projects/Assignments/Discussions	75 pts
Journal Assessment (2)	25 pts
Exams	200 pts
<u>Pop Quizzes – bonus pts add to total</u>	<u>10 pts</u>
Total	300 pts



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Week	Period	Topic	Readings	Exams and Assignments
1	09/26-09/30	Syllabus Taking charge of your health; Stress: The constant challenge; Psychological Health; Sleep	Chapter 1-4	Life-style survey
2	10/03-10/07	Self-Evaluation Physical fitness evaluation/Project Journals: weekly/daily; Nutritional & Exercise Nutrition basics; Exercise for health & fitness,	Chapter 10-11	Pre-test fitness Exercise/activity Journal Nutritional Journal
3	10/10 – 10/14	Exercise for health & fitness; Weight Management	Chapter 11-12	
4	10/17-10/21	Weight Management	Chapter 12	

5	10/24-10/28	Cardiovascular Health & Cancer	Chapter 13	
6	10/31-11/04	Drug use and Addition Alcohol and Tobacco	Chapter 8-9	Exam #1
7	11/07-11/11	Intimate Relationships & communication, Sexuality, Pregnancy, childbirth, Contraception and Abortion	Chapter 5-7	
8	11/14-11/18	Immunity and Infection Environmental Health	Chapter 14-15	

9	11/21-11/25	Conventional and complementary medicine, Personal Safety	Chapter 16-17	
10	11/28-12/02	The Challenge of Aging/Ageing	Chapter 18	Nutritional Journal due
11	12/05-12/09	Self-test and Re-evaluation		Fitness Retest Exercise/activity Journal due
12	12/12-12/16	Presentations	Personal projects	Exam #2



V. Expectations of Students/Evaluations of Students

Students are expected to attend all classes and to have **read** the required class material for the day it is covered in lecture. For **every hour** in our courses, expect to spend **2 hours** outside of class (studying, preparing, and completing assignments).

- **No media, headphones, or mobile phones during class.**
- **Appropriate use of computers during class is expected**
- **Cameras "ON" during Zoom meetings. Points deducted for cameras "OFF."**
- **Computers, Wifi connection, etc., must be working properly.**

VI. DISPOSITION/PROFESSIONALISM:

Professional dispositions are critical to our profession. The instructor expects students to consistently behave in a professional manner and represent the University to the best of their abilities.

Dispositions expected include the following:

- Attending class prepared and ready to learn, which includes bringing textbooks, computers, writing implements/tools
- Communicating in class with issues that are representative of class discussion
- Communicating in ways that demonstrate cultural sensitivity
- Asking questions that are relevant to class topics (questions regarding specific grading of, tests, quizzes, papers, or projects should be asked when time is given, after class, or by making an appointment via email or video conferencing).
- Showing respect for each other and the instructor during class, which means being engaging in the lesson and not using phones, texting, or Internet
- Addressing the instructor and classmates in an appropriate manner, which includes controlling tempers refraining from yelling or arguing
- Dressing appropriately for class and field experiences
- Completing assignments that reflect individual effort
- Adhering to policies pertaining to academic integrity (cheating, plagiarism, using other classmates assignments, turning in one assignment for multiple classes)
- **Typing all work and turning in by the assigned due date**
- Showing initiative on assignments, using feedback from instructor, and consistently turning in quality work
- Participating full in group assignments and collaborative work and shows flexibility with classmates

If dispositions continue to be a concern, then administrative action will be sought, which could include a failing grade for the class and or dismissal from the program.



VII. Academic Integrity and Ethical Behavior

Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities. Failure to meet this expectation will result in failure of the course and possible dismissal from the program. Plagiarism means using another's words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another's work or materials and for acknowledging and documenting the source appropriately. Although I encourage collaboration with peers, all work that candidates ultimately submit in this course must be their own in their own words. If you are in doubt about whether your work is paraphrased or plagiarized, see the UH General and Graduate Information Catalog under "Student Regulations" and the UH Student Conduct Code (http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/) for specific guidelines related to ethical behavior.

VIII. Statement on Disability

If you have a disability and related access needs, please contact the KOKUA program (UH Disabled Student Services Office) at 956-7511, KOKUA@hawaii.edu. Please know that I will work with you and KOKUA to meet your access needs based on disability documentation.