HSC 160
Personal Health
Fall 2026
August 24 – December 11

Instructor Information

Instructor: Nathan Taylor, MS
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Office Location: Virtual via Zoom
Virtual/Zoom: https://bsu.zoom.us/j/97207320629 Meeting ID - 972 0732 0629
Office Hours: By appt

Required Textbook

Donatelle, R., My Health (3rd edition). Pearson Education, 2019. ISBN: 9780134729275

Course Format

In-person

Course Hours

Wednesdays – 3:30 to 6:10

Class Location

Cooper Science, Room 301

Credit Hours

3

Pre-Requisites

None

Course Description

Emphasizes scientific, theoretical, and practical concepts relating to personal health and chronic and communicable diseases. Addresses the influence of the determinants of health on personal health. Discusses the role of mental, physical, and social health on academic, career, and life success.

Course Objectives

Upon completion of this course, students should be able to:

Apply necessary knowledge to make meaningful decisions regarding health promotion and disease prevention.

1. Explain key terms related to personal health.
2. Describe the dimensions of health.
3. Apply relevant health behavior change theories to personal health.
4. Describe the influence of health disparities and the social determinants of health on personal health.
5. Discuss the influence of significant public health initiatives on personal health.
6. Identify the role of knowledge, attitudes, skills, and behavior on personal health.
7. Describe the role of mental health, including such topics as stress, psychological health, and emotional health on personal health.
8. Describe the role of physical health, including such topics as sleep, substance use, safety and injury prevention, nutrition, weight management, and physical activity on personal health.
9. Describe the role of social relationships, including such topics as communication, human sexuality and reproduction, and intimacy on personal health.
10. Discuss current issues in personal health.
11. Identify valid and reliable sources of personal health information.
12. Identify the epidemiological methods used to gather health data.
13. Make judgements about scientific data associated with personal health.
14. Describe scientific concepts and theories related to chronic and communicable diseases.
15. Analyze scientific health information to optimize personal health.
16. Articulate the connections between academic, career, and life success and personal health.
17. Use personal health assessment data to create health goals that foster academic, career, and life success.

This course is part of the University Core Curriculum (UCC). The UCC enables students to:

- *Realize their intellectual potential*
- *Add breadth and depth to their educational experience*
- *Increase their personal well-being*
- *Participate actively in their communities*

Course Objectives Aligned with Required ICC Student Learning Objectives

Course SLOs	UCC SLOs
11. Identify valid and reliable sources of personal health information.	Explain how scientific explanations are formulated, tested, and modified or validated. (ICC SLO 4.1)
13. Make judgements about scientific data associated with personal health.	Distinguish between scientific and non-scientific evidence and explanations. (ICC SLO 4.2)
17. Use personal health assessment data to create health goals that foster academic, career, and life success.	Apply foundational knowledge and discipline-specific concepts to address issues or solve problems. (ICC SLO 4.3)

Course Rationale

HSC 160 is a foundation course for one's personal health. HSC 160 addresses scientific health content related to mental, physical, social health and describes scientific concepts and theories related to chronic and communicable diseases. Application of relevant health behavior change theories, selecting valid and reliable sources of health information, and making judgements about scientific data associated with health, provides students with the skills to make positive decisions regarding their personal health. HSC 160 helps each student understand the clear connection between their personal health and academic, career, and life success.

Course Content Outline:

Dimensions of Health, Social Determinants of Health, Health Literacy, Psychological Health, Stress Management, Sleep, Nutrition, Physical Activity, Weight Management, Drug, Alcohol and Tobacco Use, Relationships and Communication, Human Sexuality and Reproduction, Chronic and Communicable Diseases, Health Consumerism, Safety and Injury Prevention

Course Format:

This course uses lecture, small/large group discussion, community resources, case studies, and other evidence-based pedological strategies. Instruction is supplemented with audio-visual materials and scientific literature to facilitate student understanding and engagement. When offered as an asynchronous online or hybrid format, the same tools of instruction will be modified to meet the needs of online students (ex: recorded lectures and speakers, discussion boards).

Rationale for Inclusion of the Course in the UCC:

As a Scientific Ways of Knowing course, HSC 160 will advance the UCC goals by addressing the dimensions of health, including mental, physical, and social health, and scientific concepts and theories relating to chronic and communicable diseases. HSC 160 students will identify valid and reliable sources of scientific health information and use the information to optimize their personal health. Students will assess their personal health and apply relevant behavior change theories to create personal health goals that foster their academic, career, and life success.

Course Assessment

Course SLOs	UCC SLOs	Assignments to Assess Student Performance
11. Identify valid and reliable sources of personal health information.	Explain how scientific explanations are formulated, tested, and modified or validated. (ICC SLO 4.1)	See Assignment #1
13. Make judgements about scientific data associated with personal health.	Distinguish between scientific and non-scientific evidence and explanations. (ICC SLO 4.2)	See Assignment #2

17. Use personal health assessment data to create health goals that foster academic, career, and life success.	Apply foundational knowledge and discipline-specific concepts to address issues or solve problems. (ICC SLO 4.3)	See Assignment #3

HSC 160 instructors commit to regularly collect and analyze data that document the proportion of students who successfully demonstrate mastery of ICC SLOs, and instructors will submit a UCC assessment report by October 15 each year, following the guidelines outlined on the VPAA website.

Grading Scale

100 – 90 = A
87 – 89 = B+
83 – 86 = B
80 – 82 = B-
77 – 79 = C+
73 – 76 = C
70 – 72 = C-
67 – 69 = D+
63 – 66 = D
60 – 62 = D-
0 – 59 = F

Methods of Instruction

Methods of instruction include PowerPoint presentations, guest speakers, and facilitated discussions. Chapter self-assessment and wellbeing journal assignments will be completed outside of class. Exams will be taken in class.

Evaluation Components:

Assessment Type/ Weighted Average	Activity	Points
Assessments/Participation	Eleven Self Assessments - 10 @ 10 Points Each	100
	5 Proactive Wellbeing Activity Journals @ 50 points each (1 for each area of wellbeing; career, physical, social, community, financial).	250
	Guest Speaker Reflections (4 @ 50 Points Each)	200
	Attendance (10 Points for each of 15 class periods)	150
Exams	Five Exams @ 50 Points Each	250
	TOTAL POINTS	950

PROFESSIONALISM

I expect quality work, considerate behavior, and active participation in class. Please be on time for class, prepared for class, and give your full attention during class. **This includes not being on your phone and removing ear buds from your head.**

COMPUTER & TECHNOLOGY:

Many software, including Microsoft Office, are FREE to students. Please visit the following site for specifics.
https://www.bsu.edu/about/administrativeoffices/technologystore/students

POLICIES AND PROCEDURES:

Attendance Policy

Students are expected to attend all scheduled classes. Eight points will be deducted from "participation points" when a student is absent. If absent, it is the student's responsibility to obtain all notes, assignments, and handouts.

Section 1.6.9 of the Code outlines students' rights to be excused for funerals/bereavement, pregnancy, and jury duty. Click https://rb.gy/fsvzdo to access the Code which includes the appeals policy for when a student and faculty member have a conflict about interpretation of the policy. Students are also expected to view all course announcements and emails from the instructor as these correspondences provide valuable course information and possible updates to the schedule.

Excused Abssences

Students involved in intercollegiate athletics, Ball State University sponsored events, or military duties should inform the instructor as soon as possible (ideally, the first two weeks of the semester) so that appropriate accommodations can be made. Written documentation of absences will be required. Students may also request an excused absence (in writing) from class to participate in religious observance (again, within the first two weeks of the semester). Illness can be unavoidable; students who become ill and are unable to attend classes must inform the instructor and provide documented evidence of illness by providing written documentation from a physician. If students anticipate being absent for longer than a few days due to illness, it is their responsibility to contact the Student Rights and Community Standards department 765-2855036. They, in turn, will notify students' instructors of absences and potential return dates.

Deadlines and Submission Requirements

All assignments and exams are due as specified in the syllabus.

Late or Missed Assignments

Late assignments will NOT be accepted, with the exception of documented emergencies. Students should arrange to submit assignments ahead of time in the event of a planned occasion (e.g., a wedding, a family trip, etc.). If an urgent situation arises that results in a missed assignment (e.g., a student or family member is hospitalized, the birth of a child, or the death of a family member), students must notify the instructor within 48 hours and provide written documentation of the event (e.g., a physician's note) within seven calendar days of the missed assignment.

Academic Dishonesty

Students must conduct themselves in accordance with the highest standards of academic honesty and integrity. Academic dishonesty by a student will not be tolerated.

Academic dishonesty includes, but is not limited to, the following:

- Possessing, referring to, or employing open textbooks or notes or other devices not authorized by the instructor.
- Copying from another person's paper.
- Communicating with, providing assistance to, or receiving assistance from another person in a manner not authorized by the instructor.
- Possessing, buying, selling, obtaining, giving, or using a copy of any unauthorized materials intended to be used as or in the preparation of a quiz or examination or similar evaluation.
- Taking a quiz or examination or similar evaluation in the place of another person.
- Utilizing another person to take a quiz, examination, or similar evaluation in place of oneself.
- Changing material on a graded examination and then requesting a regrading of the examination.
- Cooperating with someone else on a quiz, examination, or similar evaluation without the prior consent of the instructor.
- Plagiarism or violations of procedures prescribed to protect the integrity of an assignment.
- Submitting an assignment purporting to be the student's original work that has been wholly or partly created by another person.
- Presenting as one's own, the work, ideas, representations, or words of another person without customary and proper acknowledgment of sources.
- Submitting as newly executed work, without the instructor's prior knowledge and consent, one's own work which has previously been presented for another class at Ball State University or elsewhere.
- Knowingly permitting one's work to be submitted by another person as if it were the submitter's original work.
- Cooperation with another person in academic dishonesty, either directly or indirectly, as an intermediary agent or broker.
- Knowingly destroying or altering another student's work whether in written form, computer files, art work, or other format.
- Aiding, abetting, or attempting to commit an act or action that would constitute academic dishonesty.

TUTORING AND ACADEMIC COACHING:

The Learning Center offers free Tutoring and Academic Coaching for many courses at Ball State. Students can make appointments for online (Zoom) or in-person (NQ 350) appointments. Students can begin making appointments on August 26. Tutoring and Academic Coaching will begin on August 30. Unvaccinated students are required to wear masks and practice physical distancing in the Learning Center. To make an appointment, visit my.bsu.edu and click on "TutorTrac" in the Additional Tools section, or just go directly to https://ballstate.go-redrock.com. Testing accommodations for students with disabilities are available for students who have received the appropriate documentation from Disability Services. Tests may be administered in the Learning Center. For more information about all of our programming, visit bsu.edu/learningcenter or call 765-285-1006.

DIVERSITY AND INCLUSION:

Ball State University aspires to be a university that attracts and retains a diverse faculty, staff, and student body. We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse as expressed in our Beneficence Pledge and through university resources found here.

COURSE ACCOMMODATIONS:

If you need course adaptations or accommodations because of a disability, please contact me as soon as possible. Ball State's Disability Services office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

TECHNICAL SUPPORT:

For technical support, contact Ball State's Help Desk at 765-285-1517 or by email at helpdesk@bsu.edu. The Help Desk staff offers "how-to" videos in its Tech Clips section that can guide students through the most common technology questions.

DISCLAIMER:

The course syllabus and schedule are subject to change, as necessary. Students will be informed of changes via Canvas announcements or during class.

Tentative Weekly Schedule

Week	Class Date	Class Lectures/Textbook Readings	Assessments Due
1	**Wed** 8/26	**Welcome!** **Syllabus Review/Course Expectations** **Intro to Health and Wellbeing** **Chapter 1** – Healthy vs Wellbeing, Change and Motivation,	SA #1 – Wellbeing Wheel SA #2 – How Healthy Are You **Due August 31**
2	**Wed** 9/2	**Madilyn Williams – Career Development Office** **Chapter 2 –** Psychological Health	SA #3 - Psychological Health SA #4 - What's Your Stress Level Guest Speaker Reflection **Due September 7**
3	**Wed** 9/9	**Chapter 2 –** Psychological Health **Chapter 3** – Stress (and Energy)	Wellbeing Journal/Reflection #1 **Due September 14**

4	**Wed** 9/16	**EXAM 1 (Chapters 1-3)**	
5	**Wed** 9/23	**Chapter 4** – Relationships and Sexuality **Chapter 5** – Reproductive Choices **Guest speaker – Jordan Moss: Tobacco/Vaping**	SA #5 - Communication SA #6 - Contraception Guest Speaker Reflection **Due September 28**
6	**Wed** 9/30	**Guest Speaker – Maddie Campbell** ATOD **Guest Speaker – Suzanne Swierc STI/Ds and Contraception**	Wellbeing Journal/Reflection #2 Guest Speaker Reflection **Due October 5**
7	**Wed** 10/7	**Chapter 6** – Addiction and Drug Abuse **Chapter 7** - Alcohol and Tobacco	SA #7 - Alcohol Guest Speaker Reflection **Due October 12**
8	**Wed** 10/14	**Exam 2 (Chapters 4-7)** (Midterm)	Wellbeing Journal/Reflection #3 **Due October 19**
9	**Wed** 10/21	**Chapter 8** - Nutrition **Chapter 9** – Weight Management and Body Image	SA #8 - Nutrition SA #9 - Thin Habits **Due October 26**
10	**Wed** 10/28	**Possible Guest Speaker** **Chapter 10** – Fitness	**Speaker Reflection ?**
11	**Wed** 11/4	**EXAM 3 (Chapters 8-10)**	Wellbeing Journal/Reflection #4 **Due November 9**
12	**Wed** 11/11	**Chapter 10 – Environmental Health** **Chapter 11 –** CVD, Cancer, and Diabetes **Chapter 12** – Infectious Conditions	SA #10 – Environmental Health **Due November 16**
13	**Wed** 11/18	**EXAM 4 (Chapters 11-12)**	
14	Wed 11/25	**THANKSGIVING BREAK**	**NO CLASS**

15	**Wed** **12/2**	**Chapter 13** – Violence and Unintentional Injuries **Chapter 14 -** Environmental Health **Chapter 15** – Consumerism and Complimentary and Integrative Health Care Choices	SA #10 – Environment SA #11 - Health Care Consumerism Wellbeing Journal/Reflection #5 **Due December 7**
16	**Wed** 12/9	**FINAL EXAM** **Exam 5 (Chapters 13 & 15)**	