

HEALTH 110 Syllabus Fall 2026

1. **Course:** Health 110 – Personal Health and Wellness
2. **Instructor:** Wendy Short, Ph.D.
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10:00 a.m. - 12:00 p.m. (T, H) or by appointment.
3. **Course Description:** This course empowers students to explore their overall well-being in the context of contemporary challenges. Through evidence-based practices and practical skills, participants will delve into various dimensions of wellness. The course covers the following key areas: (1) **Physical Fitness and Nutrition:** Understand the importance of regular exercise, balanced nutrition, and maintaining a healthy body composition. Learn strategies to optimize physical health, (2) **Stress Management:** Develop effective coping mechanisms to navigate stressors in our fast-paced lives. Explore mindfulness, relaxation techniques, and resilience-building practices; (3) **Cardiovascular and Cancer Risk Awareness:** Gain insights into personal risk factors for cardiovascular diseases and cancer. Learn preventive measures and early detection strategies; (4) **Substance Use and Abuse:** Make informed decisions regarding drug use. Understand the impact of substances on health and well-being; (5) **Sexual Health and Safety:** Equip yourself with knowledge about sexually transmitted diseases (STDs) and protective measures. Foster healthy relationships and communication skills. In this dynamic era, fostering well-being goes beyond individual health—it extends to our communities, workplaces, and global interconnectedness. Let's embark on this wellness journey together!
4. **Required Text and Other Information:** Tunks, L. (2025). An Invitation to Health, 21st Edition. Mason, OH, Cengage Learning Inc. Print Edition ISBN: 9780357973707 and MindTap ISBN: 978035797375

Course: Section 1 of Health 110 Personal Health and Wellness - Fall 2026

Instructor: Wendy Short

This course requires an online learning platform called *MindTap*. Follow the instructions below to get started.

Register for your MindTap Course

1. 1. Use the course registration link <https://student.cengage.com/course-link/MTPNDPNG0T7J>
2. 2. Follow the instructions on screen to create your Cengage account and register for this MindTap course.
3. 3. Begin your temporary access* period.

Need help? Visit the [Cengage Start Strong Website](https://startstrong.cengage.com) (<https://startstrong.cengage.com>) for step-by-step instructions.

***Temporary Access:** You can access your *MindTap* course until 5:00 AM (UTC) on 9/7/2026 for free. At the end of the temporary access period, you will be prompted to purchase access. Your work will be saved and will be available to you again once you've completed your purchase.

NOTE: If the cost of your course materials is included in your tuition, you will *not* need to purchase access.

MindTap Tips & Training Tools

[Learn more about navigating your MindTap](https://help.cengage.com/mindtap/mt-student/introduction.html)

[course: \(https://help.cengage.com/mindtap/mt-student/introduction.html\)](https://help.cengage.com/mindtap/mt-student/introduction.html)

Technical Support & Troubleshooting

Our US-based support team delivers answers and advice via 24/7 [online chat](#), [Twitter](#), live phone support (1-800-354-9706) and through support.cengage.com, which includes helpful articles, and tutorials.

If you are having trouble loading *MindTap*, run the [MindTapbrowser](#)

[check](https://ng.cengage.com/static/browsercheck/index.html) (<https://ng.cengage.com/static/browsercheck/index.html>) to make sure your browser is compatible or

refer to the [MindTapSystem Requirements](https://help.cengage.com/mindtap/MindTap-System-Requirements.pdf) ([https://help.cengage.com/mindtap/MindTap-System-](https://help.cengage.com/mindtap/MindTap-System-Requirements.pdf)

[Requirements.pdf](https://help.cengage.com/mindtap/MindTap-System-Requirements.pdf)). If *MindTap* isn't loading, be sure to visit [Techcheck](https://techcheck.cengage.com) (<https://techcheck.cengage.com>) to see if there is an outage.

To be successful in the course, you will need **regular, reliable Internet access**. If you have concerns about the reliability of your Internet, make sure to have contingency plans in place such as Internet access at your local library or another trusted location especially for online exams.

State of MN Standards for Teachers of Health Education

This course meets State of MN Standards for Teachers of Health Education 8710.4500 TEACHERS OF HEALTH EDUCATION.

<https://www.revisor.mn.gov/rules/pdf/8710.4500/2023-08-31%2015:11:27+00:00>

Subp. 3. Subject matter standards. A candidate for licensure as a teacher of health must demonstrate the knowledge and skills in items A to F.

3.A. Health education topics. The candidate must demonstrate competency in the following health education topics and must be able to describe applicable state and federal laws and policies that address these health education topics:

(3.A.1) the use of alcohol, drugs, and tobacco

Learning Opportunities: Students will complete readings, lectures, self-assessments related to tobacco, alcohol and drug use and through reflection (journaling) discuss the short term and long-term consequences of their behavior and how they relate to a healthy lifestyle. Questions on written exams four will assess knowledge on the topic.

Assessments:

- Chapter 15 Self- Survey - Are You at Risk for a Substance Disorder? (5 points). This includes a personal assessment of answering questions about their behaviors and reflecting on the topic.
- Chapter 16 Self- Survey Do You Have a Drinking Problem? (5 points). This includes a personal assessment of alcohol related behaviors and reflecting on the topic.
- Chapter 17 Self-Survey – Are you Addicted to Nicotine (5 points). This includes a personal assessment of nicotine use and a reflection on the topic.
- Quizzes Chapters 15 – 17 (5 points each) on content knowledge of information on drugs, alcohol and tobacco (nicotine)
- Test # 4 – Chapters 15 – 17 (75 points) on Drugs, Alcohol and Tobacco (Nicotine).

(3.A.2) healthy eating

Learning Opportunities: To determine appropriate dietary practices, students will keep a food log for a week and complete an assignment on analyzing their diet that will break down their intake and determine individual dietary needs. Students will make changes in their diets and report their results. Questions on written exam two will assess knowledge on the topic.

Assessments:

- Chapter 6 Self-Survey – How Healthful is Your Diet (5 points). Students record a one-week diet log and then fill out the survey and analyze their diet about their food choices.
- Nutritional Analysis of their Diet through Diet Plus in MindTap. (30 points of a 100-point project on wellness, fitness, nutrition, and development of an individual plan). Students input all their food and beverages into an assessment tool that generates reports about their nutritional choices, giving them data about their diet and how it relates to healthy eating.
- Test # 2 – Chapters 6 – 8. Chapter 6 addresses nutrition and healthy eating.
- Reading Food Label Lab Students bring in or take pictures of labels of food they commonly consume. As part of the lab, students break down their foods into the nutritional components, figure out the mathematical calculations on how the numbers are established on the labels and then evaluate if the food choice is healthy or unhealthy and provide rationale for their decision (5 points)

(3.A.3) mental and emotional health, including preventing suicide and preventing and managing conflict, emotional stress, and anxiety for oneself and others in healthy ways.

Learning Opportunities: Through written exams and self-assessments, classroom discussions and activities, students will be able to identify mental and emotional health behaviors in all the aforementioned categories that influence health.

Assessments:

- Chapter 3 Self-Survey – Satisfaction with Life Scale (5 points).
- Chapter 4 Self-Survey – Recognizing Depression (5 points)
- Chapter 5 Self-Survey – Student Stress Scale (5 points)
- All self-surveys include a survey and a reflection on their personal results which would include dealing with mental and emotional health in positive ways.
- Class Activity on stress management and techniques (5 points). Students experience various stress management techniques as shown in class and reflect on how they might use them personally to deal with stress and anxiety.
- Test # 1 Chapters 1, 3, 4 and 5 (75-point multiple choice exam on controlling their health, life satisfaction, mental health, and stress management.
- Chapters 1, 3, 4 and 5 Quizzes (5 points each)

(3.A.4) personal health and wellness, including preventing the spread of contagious diseases.

Learning Opportunities: Through written exams and self-assessments, classroom discussions and activities, students will be able to identify preventing the spread of contagious diseases specifically in drug use and abuse and sexual relationships.

Assessments:

- Chapter 12 Self-Survey – Assessing your STI Risk (5 points)
- **14 Chapter Self-Survey:** The students' reflection on a variety of health behaviors and the choices they make and how it could affect their health in the future.
- 14 Chapter Self-Surveys (5 points each) **Chapter 15 Self- Survey:** Are You at Risk for a Substance Disorder? (5 points).
- This includes a personal assessment of answering questions about their behaviors and reflecting on the topic.
- Chapter 15 Self- Survey - Are You at Risk for a Substance Disorder? (5 points). **Chapter 16 Self- Survey:** This includes a personal assessment of alcohol related behaviors and reflects on the topic.
- Chapter 16 Self- Survey: Do You Have a Drinking Problem? (5 points). **Chapter 17 Self-Survey:** This includes a personal assessment of nicotine use and a reflection on the topic.
- Chapter 17 Self-Survey – Are you Addicted to Nicotine (5 points).

(3.A.5) physical activity

Learning Opportunities: Students complete several assignments. Students are assessed on their physical fitness levels by trained exercise science majors or on their own depending on the format of the course (online vs. face to face). Students reflect on their results and through consultation, design a fitness plan encompassing all the components of fitness. They will then log their progress and participation in this individualized fitness program/plan. After assessing their five components of fitness physical fitness by fitness testing, students will design a fitness program addressing how to work on the individual areas that need improvement. Students will also be assessed on their knowledge of the topic on written exam two.

Assessments:

- Nutritional Analysis of their Diet through Diet Plus in MindTap. (30 points of a 100-point)
- Test # 2 – Chapters 6 – 8. Chapter 6 addresses nutrition and healthy eating
- Reading Chapter 8 Physical Activity and Fitness Tunks, L. (2025). An Invitation to Health, 21st Edition.
- Chapter 8 Self-Survey - Student Physical Activity Assessment & Reflection
- MICROFIT testing in the Human Performance Lab

- Personal Wellness, Fitness and Nutritional Plan. (100 – point project)

(3.A.6) safety, including recognizing and avoiding risky behavior.

Learning Opportunities: Through written exams and self-assessments, classroom discussions and activities, students will be able to recognize and avoid risky behaviors in all the aforementioned categories that influence health.

Assessments:

- Chapter 3 Self-Survey – Satisfaction with Life Scale (5 points).
- Chapter 4 Self-Survey – Recognizing Depression (5 points)
- Chapter 5 Self-Survey – Student Stress Scale (5 points)
- Stress Management and Techniques Class Activity
- Chapter 6 Self-Survey –How Healthful is Your Diet (5 points)
- Nutritional Analysis of their Diet through Diet Plus in MindTap. (30 points of a 100-point)
- Personal Wellness, Fitness and Nutritional Plan. (100 – point project)
- Chapter 12 Self-Survey – Assessing your STI Risk (5 points)
- Chapter 15 Self- Survey - Are You at Risk for a Substance Disorder? (5 points)
- Chapter 16 Self- Survey Do You Have a Drinking Problem? (5 points)
- Chapter 17 Self-Survey – Are you Addicted to Nicotine (5 points)

(3.A.7) sexual health, including preventing or reducing unintended pregnancy and sexually transmitted disease (STD)

Learning Opportunities: Through written exams and self-assessments, classroom discussions and activities, students will be able to recognize sexual health, including preventing or reducing unintended pregnancy and sexually transmitted infection behaviors in all the aforementioned categories that influence health.

Assessments:

- Chapter 10 Self-Survey – How Much Do You Know About Sex (5 points)
- Chapter 11 Self-Survey – Contraceptives (5 points)
- Chapter 12 Self-Survey – Assessing your STI Risk (5 points)
- All three self-surveys require completing a survey and a student reflection about results and the topic.
- Kahoot.it quiz and review class activity (5 points). Through quizzing and discussion topics of sex, contraception and STI/STDs are covered through class activities.
- Test # 3 – Chapters 9, 10, 11, and 12 (75-point multiple choice exam).

(3.A.8) violence prevention, including recognizing and preventing harassment, sexual and physical abuse, bullying, hazing, fighting, and hate crimes.

Learning Opportunities: Through written exams and self-assessments, classroom discussions and activities, students will be able to recognize this importance of developing violence prevention behaviors in all the aforementioned categories that influence health.

Assessments:

- Chapter 9 Self-Survey - What is Your Intimacy Quotient? (5 points) Survey and reflection on relationships.
- Test # 3 – Chapters 9, 10, 11 and 12 (75-point multiple choice exam).
- Class activity on communication (5 points).

Subp. 3. B: Foundational skills. The candidate must describe and apply each of the following skills using at least two of the health education topics described in item A:

(3.B.2) demonstrate the ability to access valid information, products, and services to enhance health (AI)

Learning Opportunities: Through written exams and self-assessments, classroom discussions and activities, students will be able to demonstrate the ability to access valid information, products, and services to enhance health in a variety within the aforementioned **3.A. Health education topics** that influence health. Students learn about physical activity and wellbeing and integrate knowledge of nutrition and mathematical skills for figuring out appropriate nutritional amounts appropriate for their individual diets and determining their personal target heart rates and body mass indexes. In addition, students read, do many self-assessments and reflective writing on the personal assessments and class activities and videos watched during class.

Assessments:

Part of a 100-point project is to look up valid sources on the topic they are most working on for their personal wellness, fitness and nutrition plan and discuss how they would implement the information into their daily living (8 points of 100-point Personal Health, Wellness, Fitness and Nutrition Project).

(3.B.4) demonstrate the ability to use decision-making skills to enhance short-term and long-term health (DM)

Learning Opportunities: Through written exams and self-assessments, classroom discussions and activities, students will be able to demonstrate the ability to use decision-making skills to enhance short-term and long-term health in a variety within the aforementioned **3.A. Health education topics** that influence health.

Assessments:

- Decision making skills is part of the assessments of all the self-surveys from the chapters in the textbook (14 chapters – 5 points each). Students reflect on personal choices and decisions they make regarding drugs, alcohol, tobacco, eating healthy, physical activity, sexual health, mental health, and stress management and preventing violence (relationships).
- The 100-point Personal Health, Wellness, Fitness and Nutrition Assignments assess their wellness, fitness, and nutritional choices, provide reports and then develop personal goals and action plans for their own life and healthy living.
- Chapter 11 Self-Survey – Contraceptives (5 points)
- Chapter 12 Self-Survey – Assessing your STI Risk (5 points)

(3.B.5) demonstrate the ability to use goal-setting skills to enhance health (GS)

Learning Opportunities: Through written exams and self-assessments, classroom discussions and activities, students will be able to demonstrate the ability to use goal-setting skills to enhance health in a variety within the aforementioned **3.A. Health education topics** that influence health. Students will assess both fitness and nutritional practices and develop plans for improving both individual fitness and nutrition through assigned 100-point projects. The students will set specific goals to work on certain behaviors related to their health and sign a Behavior Modification Contract. These goals and discussion of barriers and progress will be revisited mid-semester and at the end of the semester. Periodic checks through reflective journaling will be done throughout the semester to determine progress on the plans they developed.

Assessments:

- The 100-point Personal Health, Wellness, Fitness and Nutrition Assignments assess their wellness, fitness, and nutritional choices, provide reports and then develop personal goals and action plans for their own life and healthy living.
- Students choose health-related behavior (goal) to work on during the semester. There is an initial contract developed (5 points), midterm report discussing their progress (5 points) and a final report (5

points) due at the end of the semester reporting how they did on reaching their goals on their behavior change. Some areas students commonly choose to set goals and work as far as healthy behaviors include increasing fitness and working out, sleeping 7 to 9 hours, meditating for stress management, drinking more water, eating healthier foods, and working on nutrition, decreasing, or ceasing behaviors of alcohol, substance, or tobacco use.

- Through time management activity completed in class (5 points) students set goals to avoid procrastination and discuss how time management could benefit them.

(3.B.6) demonstrate the ability to practice health-enhancing behaviors and avoid health risks (SM)

Learning Opportunities: Through written exams and self-assessments, classroom discussions and activities, students will be able to demonstrate the ability to practice health-enhancing behaviors and avoid health risks in a variety within the **3.A. Health education topics** that influence health. Through evaluating their family tree, healthy environment activities, and reflective journaling students will discuss the relationships of health determinants.

Assessments:

- Chapter 3 Self-Survey – Satisfaction with Life Scale (5 points).
- Chapter 4 Self-Survey – Recognizing Depression (5 points)
- Chapter 5 Self-Survey – Student Stress Scale (5 points)
- Stress Management and Techniques Class Activity
- Chapter 6 Self-Survey –How Healthful is Your Diet (5 points).
- Nutritional Analysis of their Diet through Diet Plus in MindTap. (30 points of a 100-point)
- Through 14 Chapter Self-Surveys (5 points each) students' reflection on a variety of health behaviors and how to avoid risks by questions included at the end of each survey.

3.E. Professionalism. A candidate for licensure as a health teacher must demonstrate professional growth. The candidate must:

(3.E.4) demonstrate an understanding of the short-term and long-term consequences of positive and negative personal health choices.

Learning Opportunities: Through written exams and self-assessments, classroom discussions and activities, students will be able to understand the importance and demonstrate an understanding of the consequences of positive and negative personal health choices within **3.E. Professionalism** in order to maintain professionalism in their career.

Assessments:

- Through 14 Chapter Self-Surveys (5 points each) students' reflection on a variety of health behaviors and the choices they make and how it could affect their health in the future.
- The 100 – point Personal Wellness, Fitness and Nutrition project demonstrates an understanding of setting goals, creating a personal plan, and developing a healthy lifestyle for now and in the future.

Here is a charted list of Learning Opportunities throughout the course. The bottom of this table shows the Assessments used in grading the work completed in this course.

Learning Opportunities: Assessment: Health Education Standard	
• Chapter 3 Self-Survey – Satisfaction with Life Scale (5 points).	3.A.3 3B.4(3.B.6)
• Chapter 4 Self-Survey – Recognizing Depression (5 points)	3.A.3 3B.4(3.A.6) (3.B.6)
• Chapter 5 Self-Survey – Student Stress Scale (5 points)	3.A.3 3B.4(3.A.6) (3.B.6)
• Stress Management and Techniques Class Activity	3.A.3(3. A.6) (3.B.6)

- Test # 1 Chapters 1, 3, 4 and 5 (75-point) Exam on controlling health, life satisfaction, mental health, and stress management. 3.A.3
- Chapters 1, 3, 4 and 5 Quizzes (5 points each) 3.A.3
- Chapter 6 Self-Survey –How Healthful is Your Diet (5 points). 3.A.2 3B.4(3.A.6) (3.B.6)
- Nutritional Analysis of their Diet through Diet Plus in MindTap. (30 points of a 100-point)) (3.A.5) 3B.4 3B.5 3E.4(3.A.6) (3.B.6)
- Test # 2 – Chapters 6 – 8. Chapter 6 addresses nutrition and healthy eating. 3.A.2 (3.A.5)
- Reading Food Label Lab: 3.A.2
- Reading Chapter 8 Physical Activity and Fitness Tunks, L. (2025). An Invitation to Health, 21st Edition. (3.A.5)
- Chapter 8 Self-Survey - Student Physical Activity Assessment & Reflection (3.A.5) 3B.4 3B.5
- MICROFIT in the Human Performance Lab (3.A.5)
- Personal Wellness, Fitness and Nutritional Plan. (100 – point project) (3.A.5) 3B.4 3B.5 3E.4(3.A.6) (3.B.6)
- Chapter 10 Self-Survey – How Much Do You Know About Sex (5 points) 3.A.7 3B.4
- Chapter 11 Self-Survey – Contraceptives (5 points) 3.A.7 3B.4
- Chapter 12 Self-Survey – Assessing your STI Risk (5 points) (3.A.4) 3.A.7 3B.4 (3.A.6)
- Kahoot.it quiz 3.A.7
- Test # 3 – Chapters 9, 10, 11, and 12 (75-point multiple choice exam). 3.A.7
- 14 Chapter Self-Surveys (5 points each) students' reflection on a variety of health behaviors and the choices they make and how it could affect their health in the future. 3B.4 3B.5 3E.4
- Chapter 15 Self- Survey - Are You at Risk for a Substance Disorder? (5 points). 3.A.1 3B.4 (3.A.6)
- Chapter 16 Self- Survey Do You Have a Drinking Problem? (5 points). 3.A.1 3B.4 (3.A.6)
- Chapter 17 Self-Survey – Are you Addicted to Nicotine (5 points). 3.A.1 3B.4 (3.A.6)
- Quizzes Chapters 15 – 17 (5 points each) Content Knowledge: drugs, alcohol and tobacco (nicotine) 3.A.1
- Test # 4 – Chapters 15 – 17 (75 points) on Drugs, Alcohol and Tobacco (Nicotine). 3.A.1
- Time Management Activity completed in class (5 points) 3B.4 3B.5

Major Assessments:

Assessment Description	Standards Met
Self-Survey – Recognizing Depression Self-Survey – Recognizing Depression (5 points)	3.A.3 3B.4 (3.A.6)
Chapter 3 Self-Survey – Satisfaction with Life Scale Chapter 3 Self-Survey – Satisfaction with Life Scale (5 points).	3.A.3 3B.4
Chapter 4 Self-Surveys: All self-surveys include a survey and a reflection on their personal results which would include dealing with mental and emotional health in positive ways.	3.A.3 3B.4 3B.5 (3.A.6)
Chapter 5 Self-Survey – Student Stress Scale Chapter 5 Self-Survey – Student Stress Scale (5 points)	3.A.3 3B.4 (3.A.6)
Stress Management and Techniques Class Activity: Students will participate in an activity on stress management and techniques. Students experience various stress management techniques as shown in class and reflect on how they might use them personally to deal with stress and anxiety. Stress Management and Techniques Class Activity: (5 points).	3.A.3 3B.4 (3.A.6)
Exam	3.A.3 (3.A.6)

Test # 1 Chapters 1, 3, 4 and 5 (75-point) Multiple choice exam on controlling their health, life satisfaction, mental health, and stress management.	
Chapter 6 Self-Survey: How Healthful is Your Diet. Students record a one-week diet log and then fill out the survey and analyze their diet about their food choices. Chapter 6 Self-Survey: How Healthful is Your Diet (5 points).	3.A.2 3B.4 3B.5
Nutritional Analysis of their Diet through Diet Plus in MindTap. Students input all their food and beverages into an assessment tool that generates reports about their nutritional choices, giving them data about their diet and how it relates to healthy eating. Nutritional Analysis of their Diet through Diet Plus in MindTap: (30 points of a 100-point project on wellness, fitness, nutrition, and development of an individual plan).	3.A.2 3B.4 3B.5(3. A.6)
Exam Test # 2 – Chapters 6 – 8.	3.A.2 3B.4 3B.5(3. A.6)
Reading & Lecture: Chapter 6 addresses nutrition and healthy eating. Checklist Pass/Fail	3.A.2 (3.A.5)
Reading Food Label Lab: Students bring in or take pictures of labels of food they commonly consume. As part of the lab, students break down their foods into the nutritional components, figure out the mathematical calculations on how the numbers are established on the labels and then evaluate if the food choice is healthy or unhealthy and provide rationale for their decision Reading Food Label Lab Activity (5 points)	3.A.2 3B.4 3B.5
Chapter 8 Physical Activity and Fitness: Students will complete reading from Tunks, L. (2025). <u>An Invitation to Health, 21st Edition.</u> Reading: Chapter 8 Physical Activity and Fitness:	3.A.5
Chapter 8 – Student Physical Activity Assessment Self-Survey: Students will complete assessment with a reflection on how active they are based on recommended standards. Chapter 8 – Student Physical Activity Assessment	3.A.5 3B.4
MICROFIT Fitness Test: Complete fitness test on MICROFIT in the Human Performance Lab at MSUM that assesses aerobic fitness (bike or treadmill), muscular strength and endurance (bicep curl and curl-up), flexibility (sit and reach), body composition, blood pressure, resting heart rate and gives the students a total fitness score. MICROFIT Fitness Test:	3.A.5
Personal Wellness, Fitness and Nutritional Plan: Part of the plan is to set goals and develop and incorporate regular physical activity and fitness into their lives. Personal Wellness, Fitness and Nutritional Plan (100 – point).	3.A.5 3B.2 3B.4 3B.5 3E.4(3. A.6)
Chapter 9 Self-Survey: What is Your Intimacy Quotient? Survey and reflection on relationships. Chapter 9 Self-Survey - What is Your Intimacy Quotient? (5 points) Survey and reflection on relationships	3.A.8 3B.4
Communication Activity: In class the students will participate in a communication activity which focuses on inappropriate behaviors. Communication Activity: Class activity on communication (5 points).	3.A.8
Chapter 10 Self-Survey: How Much Do You Know About Sex Chapter 10 Self-Survey – How Much Do You Know About Sex (5 points)	3.A.7 3B.4 (3.A.6)
Chapter 11 Self-Survey – Contraceptives Chapter 11 Self-Survey – Contraceptives (5 points)	3.A.7 3B.4 (3.A.6)
Chapter 12 Self-Survey – Assessing your STI Risk (5 points) Three self-surveys require completing a survey and a student reflection about results and the topic. Chapter 12 Self-Survey – Assessing your STI Risk (5 points)	3.A.7 (3.A.4) 3B.4
Quiz	3.A.7

Kahoot.it quiz	
Exam Test # 3 – Chapters 9, 10, 11, and 12 (75-point multiple choice exam).	3.A.7
14 Chapter Self-Survey: The students' reflection on a variety of health behaviors and the choices they make and how it could affect their health in the future. 14 Chapter Self-Surveys (5 points each)	(3.A.4) 3B.4 3B.5 3E.4
Chapter 15 Self- Survey: Are You at Risk for a Substance Disorder? (5 points). This includes a personal assessment of answering questions about their behaviors and reflecting on the topic. Chapter 15 Self- Survey - Are You at Risk for a Substance Disorder? (5 points).	3.A.1 (3.A.4) 3B.4 (3.A.6)
Chapter 16 Self- Survey: This includes a personal assessment of alcohol related behaviors and reflects on the topic. Chapter 16 Self- Survey: Do You Have a Drinking Problem? (5 points).	3.A.1 (3.A.4) 3B.4 (3.A.6)
Chapter 17 Self-Survey: This includes a personal assessment of nicotine use and a reflection on the topic. Chapter 17 Self-Survey – Are you Addicted to Nicotine (5 points).	3.A.1 (3.A.4) 3B.4 (3.A.6)
Quizzes Chapters 15 – 17 Quizzes Chapters 15 – 17 (5 points each) on content knowledge of information on drugs, alcohol and tobacco (nicotine)	3.A.1
Exam Test # 4 – Chapters 15 – 17 (75 points) on Drugs, Alcohol and Tobacco (Nicotine).	3.A.1
Time Management Activity Time Management Activity completed in class (5 points)	3B.4 3B.5

Course Objectives: These objectives reflect Minnesota State University Moorhead's Conceptual Framework. MSUM candidates are becoming professionals who are knowledgeable (K), humanistic (H), reflective (R), and creative (C).

A. Cognitive

By the end of this course, the student will be able to:

1. **Understand the Impact of Health Choices**
 - The student will be able to explain the short-term and long-term consequences of personal health choices.
 - The student will be able to identify strategies to make informed and healthy decisions.
2. **Access and Utilize Health Resources**
 - The student will be able to demonstrate the ability to find and use valid health information, products, and services.
 - The student will be able to evaluate the credibility of health resources.
3. **Promote Mental and Emotional Well-being**
 - The student will be able to apply techniques to manage stress, anxiety, and emotional conflicts.
 - The student will be able to recognize signs of mental health issues and know how to seek help.
4. **Maintain Personal Health and Wellness**
 - The student will be able to develop a personal wellness plan that includes nutrition, physical activity, and regular health check-ups.
 - The student will be able to implement strategies to prevent the spread of contagious diseases.
5. **Foster a Safe and Respectful Environment**
 - The student will be able to identify and prevent different forms of inappropriate health behaviors which do not enhance wellness.
 - The students will be able to promote respectful and healthy relationships.

B. Affective

1. Work together to discuss and explore health related issues.

6. Course Requirements:

- A. Chapters and reading assignments should be read prior to class.
- B. Full participation in class activities and discussion is strongly recommended to earn all class activity points.
- C. **All work turned in or tests need to be completed by due date with no exception.** Assignments and exams will be reduced by 50% and no credit will be given after one week of the due date and no credit at the end of the semester. If something is going on in your life and we need to discuss modification dates, please contact me and we will discuss it further.
- D. Cell phones and other electronic devices are **NOT** allowed during class.
- E. There is no mandatory attendance policy, but class activity points and quizzes **cannot** be made up unless there is an arrangement with the professor.
- F. If you miss class, it is **your** responsibility to get assignments and have them ready for the next class. Please obtain three names and cell phone numbers and email addresses from other students in the class in case of an absence or an emergency. This information can also be put into your contacts on your phone.

Name: _____

Cell Phone: _____

email: _____

Name: _____

Cell Phone: _____

email: _____

Name: _____

Cell Phone: _____

email: _____

7. Evaluation/Grading:

A. Written Tests – (300 points)

1. Four tests: multiple choice
 - a. Test # 1 – Chapters 1 – 4 (Online - 75 points multiple choice)
 - b. Test # 2 – Chapters 5 - 7 (Online - 75 points multiple choice)
 - c. Test # 3 – Chapters 8 - 11 (Online - 75 points multiple choice)
 - d. Test # 4 Chapters 15 – 17 (Online - 75 points multiple choice)

- B. Quizzes – (50 points)** – In class quizzes (5 points each) will be given on each chapter. The top 10 quizzes will be kept for a grade, and the lowest four scores will be dropped.

C. Personal Fitness Plan and Nutritional Analysis Assignment (100 points).

Assignment details are located under D2L.

D. Self-Assessments (14 assessments (70 points)

Are You in Control of Your Health?, Satisfaction with Life Scale, Recognizing Depression, Student Stress Scale, How Healthful is Your Diet?, Are You Ready to Make Healthy Changes?, Student Physical Activity Assessment?, What is Your Intimacy Quotient?, How Much Do You Know About Sex?, Which Contraceptive Method is Best For You?, Assessing Your STI Risk, Are You at Risk for a Substance-Use Disorder?, Do You Have a Drinking Problem? Are You Addicted to Nicotine? **After completing each assessment, reflect on your results (minimum of 1 paragraph). The reflection should include a score if appropriate and discuss your results and if you would make any change in your behavior or what you have seen or experienced of others regarding the topic of the survey.**

E. Assignments (30 points)

1. Family Tree (15 points)
2. Behavior Modification Contract Initial, Midterm, and Final (15 points),

- F. Class Activities (up to 150 points):** Additional points can be earned by participating in class activities. Students may be required to write reflective responses or discuss and respond to questions individually or in small groups. These may include reaction papers to videos and/or speakers, laboratory activities and/or informal writing assignments. Most classes will consist of daily class activities related to the topic being covered in class.

Extra Credit Options (maximum of 20 points).

A. Read articles based on topics addressed in class and write a reaction, reflection and or critique of the article (minimum of 1 paragraph required) (5 points each). List the source of the article (author, date, source, etc.).

B. Complete extra self-surveys and write a reflection (5 points each).

C. Develop your own extra credit assignment (must be approved by the professor).

Grades will be based on a point system.

A =	90 – 100%
B =	80 – 89%
C =	70 - 79%
D =	60 – 69%
F =	Below 60%

Assessments:

Written Test #1 Chapters 1-4	/75
Written Test #2 Chapters 5-7	/75
Written Test #3 Chapters 8-11	/75
Written Test #4 Chapters 15-17	/75
Self-Assessments (14)	/70
Fitness Plan and Nutritional Analysis	/100
Assignments	/30
Quizzes	/50
Class Activities	/150

Extra Credit (up to 20 points)

___ **Total Points =** ___/700

8. Course Outline: See attached tentative schedule at the end of the syllabus.

9. Attendance Policy: **Although** there is not a formal attendance policy, any class activity points and quizzes **cannot** be made up outside of class.

MSUM UNIVERSITY POLICIES:

As a student of MSUM, you are expected to be familiar with all University policies. These can be found in the [Policies & Procedures](#) section of the Student Handbook.

10. ACADEMIC HONESTY

The University expects all students to represent themselves in an honest fashion. In academic work, students are expected to present original ideas and give credit for the ideas of others. The value of a college degree depends on the integrity of the work completed by the student.

When an instructor has convincing evidence of cheating or plagiarism, a failing grade may be assigned for the course in which the student cheated. Instructors also may choose to report the offense, the evidence, and their

action to the Dean of their college or the Provost and Senior Vice President for Academic Affairs. If the instructor (or any other person) feels the seriousness of the offense warrants additional action, the incident may be reported to the Director of Student Conduct and Resolution. The Director of Student Conduct and Resolution will follow procedures set out in the Student Conduct Code.

After the review of the case and a fair, unbiased hearing, the Director of Student Conduct and Resolution may take disciplinary action if the student is found responsible (see [Student Conduct Code](#) for details). A student who has a course grade reduced by an instructor because of cheating or plagiarism, and who disputes the instructor's finding, may appeal the grade, but only by using the Grade Appeal Policy, which states that the student must prove the grade was arbitrary, prejudicial, or in error.

This Academic Honesty Statement is also published in the MSUM [Student Handbook](#).

<http://www.mnstate.edu/student-handbook/policies-procedures.aspx>

11. ACCESSIBILITY:

Accessibility Statement

Minnesota State University Moorhead (MSUM) is committed to providing equitable access to learning opportunities for all students and strives to make courses inclusive and accessible in accordance with sections 504 and 508 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA). The University will make reasonable accommodations for students with documented disabilities.

Accessibility Resources (AR) is available to facilitate a range of academic support services and accommodation for students with disabilities. If you have a disability, you can request assistance by contacting AR at 218-477-2167 (voice), 218-477-2420 (fax) or accessibility@mnstate.edu (email). Once eligibility has been determined, students register with AR every semester to activate their approved accommodations. Although a student may request accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive accommodation. Students may begin the accommodation process by submitting a Request for Accommodations form online at <https://www.mnstate.edu/student-life/student-services/accessibility/request-accommodations/form/> or by contacting Accessibility Resources.

The Director of Accessibility Resources, Chuck Eade, serves as MSUM's ADA Coordinator for students. He can be reached at Charles.Eade@mnstate.edu. Additional information is available on the AR website: <http://www.mnstate.edu/accessibility>.

12. Sexual Violence Prevention Statement:

Acts of sexual violence are intolerable. MSUM expects all members of the campus community to act in a manner that does not infringe on the rights of others. We are committed to eliminating all acts of sexual violence.

MSUM faculty and staff are concerned about the well-being and development of our students. We are obligated to share information with the MSUM Title IX Coordinator in certain situations to help ensure that the students' safety and welfare are being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relationship violence, and stalking.

If you have experienced or know someone who has experienced sexual violence, services and resources are available. You may also choose to file a report. For further information, contact Kara Gravley-Stack, Dean of Students/Title IX Coordinator, kara.gravleystack@mnstate.edu, 218.477.2391 or Ashley Atteberry, Director of Student Conduct & Resolution/Deputy Title IX Coordinator; ashley.atteberry@mnstate.edu, 218.477.2174; both located in Flora Frick 153. Additional information is available at: www.mnstate.edu/titleix

13. Anti-bias Statement:

Minnesota State University Moorhead has an enduring commitment to enhancing Minnesota's quality of life by developing and fostering understanding and appreciation of a free and diverse society and providing equal opportunity for all its students and employees. Incidents of hate and bias are inconsistent with the mission and values of MSUM.

MSUM acknowledges that it occupies the ancestral land of the Anishinaabe (Ojibwe), Dakota (Sisseton, Wahpeton) and Yanktonai Dakota First Nations. We will strive to build toward better relationship between our university and the Indigenous people still present with us.

A bias incident is an act of bigotry, harassment, or intimidation that is motivated in whole or in part by bias based on an individual's or group's actual or perceived race, color, creed, religion, national origin, sex, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, or familial status.

If you are a student who has experienced or witnessed a hate or bias incident, we want to address the incident and provide you with resources. Contact the Campus Diversity Officer, Jered Pigeon at jered.pigeon@mnstate.edu, 218.477.2047, 114 CMU or the Dean of Students, Kara Gravley-Stack at kara.gravleystack@mnstate.edu, 218.477.4222, 153 Flora Frick Hall. Additional information is available at: <https://www.mnstate.edu/oscar/>

Building Emergency Plan

Building emergency floor plans showing exit routes, severe weather safe areas, shelter in place locations and areas of refuge are conspicuously located in classrooms, labs, conference rooms, departmental main offices, and residence halls. The Emergency Preparedness Guides (flip style booklets) are located in the same areas and available on the [MSUM Public Safety Website](https://www.mnstate.edu/public-safety/). Please review the emergency plans and guide so you know how to respond in an emergency to help protect yourself and others. If you have questions, please contact Ryan Nelson, Executive Director of Public Safety & Compliance, at ryan.nelson@mnstate.edu or 218-477-5869. <https://www.mnstate.edu/public-safety/>

The professor reserves the right to make any needed changes in the course syllabus or tentative schedule.

Health 110 Personal Health and Wellness Course Outline Fall 2026

Date:	Topical Outline	Assignments
Monday 8/24/26	Course introduction – review syllabus, discuss course expectations and review using D2L and MindTap (used only for nutritional analysis)	Read - Chapter 1. Complete – Chapter 1 Self-Survey: Are You in Control of Your Health? Discuss - Family Tree & Initial Behavior Contract. Start a one-week diet log (for 100-point project and Chapter 6 Self-Survey)
Wednesday 8/26/26	Chapter 1 – Taking Charge of your Health – Lecture, class Activities & Quiz # 1	Due – Chapter 1 Self-Survey: Are You in Control of Your Health? Work on Family Health History & Initial Behavior Contract Remember to complete a one-week diet log and work on the nutritional analysis report in MindTap.
Monday 8/31/26	Chapter 1 – Making Healthy Changes (identifying target behaviors, SMART goal setting, process of change, factors for success, challenges, obstacles, and strategies)	Read Chapter 3. Work on Family Tree & Initial Behavior Contract Complete nutritional analysis in MindTap
Wednesday 9/2/26	Chapter 3 – Emotional and Spiritual Well-Being (emotional and mental health, positive psychology). Quiz # 2 (Chapter 3)	Due – Chapter 3 Self-Survey: Satisfaction with Life Scale
Monday 9/7/26	No Classes! Labor Day!	
Wednesday 9/9/26	Chapter 3 – Emotional and Spiritual Well-Being (spiritual health, sleep and health).	Due – Initial Behavior Modification Contract Read Chapter 4.

Monday 9/14/26	Chapter 4 – Caring for Your Mind (the brain, mental health and common disorders). Quiz # 3 (Chapter 4)	Due – Family Tree Assignment Complete – Wellness Profile for 100-point project (on computer in NZ 103 F)
Wednesday 9/16/26	Guest Speakers from Sanford Health Chapter 4 – Caring for you Mind (mental health disorders, suicide, self-care and treatments).	Due - Chapter 4 Self Survey: Recognizing Depression Read – Chapter 5
Monday 9/21/26	Chapter 5 – Stress Management (what is stress and causes, inside stress and response models). Quiz # 4 (Chapter 5)	Due – Chapter 5 Self-Survey: Student Stress Scale
Wednesday 9/23/26	Chapter 5 - Stress Management (impact of stress, managing stress, stress management techniques and time management).	Take Online Exam 1 – Chapters 1, 3, 4 and 5 (One week to complete) Complete – Fitness Testing with Exercise Science Student Majors.
Monday 9/28/26	Chapter 6 - Personal Nutrition (building blocks, dietary guidelines) Quiz # 5 (Chapter 6)	Discuss – 100 point - Personal Fitness and Nutritional Analysis Assignment Read- Chapter 6
Wednesday 9/30/26	Chapter 6 – Personal Nutrition (diets, healthy choices and reading food labels) Quiz # 6 (Chapter 7)	Bring – three food labels to class Due – Chapter 6 Self-Survey: How Healthful is Your Diet?
Monday 10/5/26	Chapter 7 – Body Composition and Weight Management (measuring body composition, healthy and unhealthy weight)	Due– Chapter 7 Self-Survey: Are You Ready to Make Healthy Changes?
Wednesday 10/7/26	Chapter 7 – Body Composition and Weight Management (unhealthy eating and disorders)	Read – Chapter 8
Monday 10/12/26	No Class! Faculty Development Day.	
Wednesday 10/14/26	Chapter 8 – Physical Activity and Fitness (What is fitness and physical activity guidelines). Quiz # 7 (Chapter 8)	Complete 100-point project. Read Chapter 8 Due – Chapter 8 Self-Survey: Student Physical Activity Assessment. Due – Behavior Change Midterm Report.
Monday 10/19/26	Chapter 8 Physical Activity and Fitness (exercise principles, cardiorespiratory fitness, designing fitness programs and muscular strength and endurance).	Dress appropriately for some physical activity we will do for part of class.
Wednesday 10/21/26	Chapter 8 – Physical Activity and Fitness (flexibility, wellness approaches, products, nutrition and injuries).	Dress appropriately for some physical activity. Take Online Exam # 2 – Chapters 6 - 8 (One week to complete). Read Chapter 9
Monday 10/26/26	Chapter 9 – Communicating and Connecting (communication, loving and being loved). Quiz # 8 (Chapter 9)	Due – Chapter 9 Self- Survey: What is Your Intimacy Quotient?
Wednesday 10/28/26	Chapter 9 – Communicating and Connecting (dysfunctional relationships, partnering and families).	Due – 100-point Wellness, Fitness & Nutritional Analysis Assignment with a personal plan. Read Chapter 10
Monday 11/2/26	Chapter 10 – Sexual Health (sexuality and women's and men's sexual health)	Due – Chapter 9 Self-Survey: How Much Do You Know About Sex?

	Quiz # 9 (Chapter 10)	
Wednesday 11/4/26	Chapter 10– Sexual Health (gender spectrum, responsible sexual behaviors, sexual activity, dysfunction and violence).	Read Chapter 11
Monday 11/9/26	Chapter 11 – Safer Sex and Reproductive Options (reproductive responsibility and facts about contraceptives and choices). Quiz # 10 (Chapter 11) Chapter 12 – Sexually Transmitted Infections (safer sex, common STI's) Quiz # 11	Due – Self-Survey: Which Contraceptive is Best for You? Read - Chapter 12 Due – Self-Survey: Assessing STI Risk
Wednesday 11/11/26	No Class – Veterans Day!	
Monday 11/16/26	Chapter 15 – Addictive Behaviors and Drugs (addiction, drugs, caffeine and medications) Quiz # 12 (Chapter 15)	Due – Self-Survey: Are You at Risk for a Substance Use Disorder?
Wednesday 11/18/26	Chapter 15 – Addictive Behaviors and Drugs (types of drugs and treatment options)	Take Online Exam # 3 Chapters 10, 11 & 12 Read Chapter 16
11/23 & 11/25	No Classes – Dr. Short's Personal Day and Fall Break!	
Monday 11/30/26	Quiz # 13 (Chapter 16) Chapter 16 – Alcohol (drinking, BAC)	
Wednesday 12/2/26	Chapter 16 – Alcohol (activities and treatment options)	Due – Chapter 16 Self-Survey: Do You Have a Drinking Problem?
Monday 12/7/26	Chapter 17 – Tobacco and Nicotine, class activities Quiz # 14 (Chapter 17)	Due – Self-Survey: Are you Addicted to Nicotine?
Wednesday 12/9/26	Chapter 17 – Tobacco and Nicotine, class activities	Last day to turn in extra credit by 1:15 p.m.) Due – Behavior Change Final Report. Due – Self-Survey: Are you Addicted to Nicotine?
Wednesday 12/16/26	Online Final Exam due by 2:00 p.m. on Chapters 15 – 17	Have a great winter break!