

Middlesex Community College  
100 Training Hill Road  
Middletown, CT 06457

## COURSE SYLLABUS

Course Title: Introduction to Holistic Wellness, PSY 103 (CRN 1188)  
Semester: Spring 2017  
Credit Hours: 3.00  
Professor: Dr. Andrea Gurmankin Levy  
Department: Social Sciences  
Professor email: alevy@mxcc.commnet.edu  
Professor office: Snow 508  
Professor office hrs: Monday, Wednesday 10:45-12pm, Tuesday, Thursday 10:45-12:30

### Course Scope

This course explores how cognition, emotion, stress, lifestyle, and the environment impact a person's health and sense of well-being. Students will review the psychological and behavioral factors which enhance wellness while reducing one's risk for illness. Students will journey toward wellness by studying and experiencing alternative, preventive and stress-reducing techniques. Modalities explored are: the mind/body connection, relaxation, nutrition, exercise and spirituality.

### Course Objectives

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

1. Identify and explain each of the following factors in health and well-being.

a. Nutrition	g. Healthy relationships
b. Weight	h. Violence
c. Exercise	i. Infection
d. Substances (drugs, alcohol, tobacco)	j. Accidents and Injuries
e. Coping skills	k. Health care decisions
f. Environment	
2. Understand the causes, symptoms, treatment and prevention (as appropriate) for each of the following:
  - a. Cancer
  - b. Cardiovascular disease
  - c. Hereditary diseases
  - d. Mental Health
3. Identify and explain factors that impact health and risk in pregnancy, fertility and sexual activity.
4. Apply knowledge of health and healthy lifestyles to generate effective strategies for improving one's own health.

### Text

Edlin, G & Golanty, E. (2014). Health & Wellness (12<sup>th</sup> ed.). Jones & Bartlett Learning, Burlington, MA

Online textbook resources: <http://health.jbpub.com/hwonline/11e/> (use access code that comes with your text book)

### Course policies and expectations

The main expectations for this course are outlined in the course contract available in the course menu. Each week at 11:59pm on Friday, a new module will become available. You will carefully review each item in the module and then complete and submit the assignments listed for that module. All due dates are listed below. You will also complete the larger projects according to the dates outlined below.

If you cannot commit yourself to the policies and behavior outlined in the course contract available on Blackboard, please drop this class.

## Grades

Your course grade will be made up of:

1. **Module Assignments** to be submitted in each Module. Instructions for each assignment will be available within each Module. Late submissions will be penalized.
2. **Giving help:** At least once during the semester, you are responsible for answering another student's question in the Course Questions discussion thread. You will need to **submit your helpful response both in the Discussion thread (replying to their question) AND under the "Giving Help" link in the course menu. You must post a response to another student's question no later than April 28, 2017.**
3. **Health Family Tree Project:** see p. 11-13 of syllabus. Due 4/21/17. More information is available in the Health Family Tree Project tab in the Course menu.
4. **Research paper:** see p. 8-9 of syllabus. Paper due 4/7/17. Topic due 2/10/17, annotated bibliography due 3/3/17. More information is available in the Research Paper tab in the Course menu.
5. **Discussions:** In each Module, you will respond to a discussion question and also respond to another student's post in that Module. The question for each Module's discussion is available in the Discussion tab in the course menu. Your initial post is due by Wednesday 11:59pm and your response to someone else is due by Friday 11:59pm of each week. **Please review the guidelines for discussion posts and "Netiquette for Online Discussions" below.**
6. **Final exam:** The final exam is an essay exam with 11 questions. You will select which 10 you wish to answer. The exam will become **available on Blackboard at 7:00am on Monday May 8, 2017.** It must be completed and submitted **via Blackboard by Tuesday May 9 at 11:59pm. You may use your notes and textbook to complete the exam, but you may not help or get help from any person.** Doing so is a violation of the Policy of Student Conduct (<http://mxcc.edu/catalog/campus-policies/policy-on-student-conduct>).

Categories	Weight by %	Point value
<b>Module assignments</b> (210 points/14 assignments = 15 points each)	21%	210
<b>Give help</b>	2%	20
<b>Health Family Tree Project</b>	20%	200
<b>Research Paper</b> Paper topic Annotated Bibliography Final paper	23%	230 5 25 200
<b>Discussions</b> (your post and your response to someone else's post) (140 points/14 discussions = 10 points each)	14%	140
<b>Final Exam</b>	20%	200
<b>Total points</b>	100%	1000

Letter Grade	Percent grade
A	93.0-100.0
A-	90.0-92.9
B+	87.0-89.9
B	83.0-86.9
B-	80.0-82.9
C+	77.0-79.9
C	73.0-76.9
C-	70.0-72.9
D+	67.0-69.9
D	63.0-66.9
D-	60.0-62.9
F	Less than 60.0

### Important dates

- 2/10 – topic for research paper due via Blackboard
- 3/3 – annotated bibliography for research paper due via Blackboard
- 4/7 – research paper due via Blackboard
- 4/21 – Health Family Tree Project due via Blackboard
- 5/8 (7:00am) - Final exam available on Blackboard
- 5/9 (11:59pm) – Final exam due via Blackboard

### Course schedule

Dates	Chapter(s)	To do	Due date
1/19-1/22	Introductory steps	<ol style="list-style-type: none"> <li>1. Follow the steps in the announcement on the main screen of the course Blackboard shell <ul style="list-style-type: none"> <li>- Post on “Introduce yourself” discussion thread and post signed contract (counts as one assignment)</li> <li>- Read syllabus carefully</li> </ul> </li> </ol>	All due by Sunday (1/22/17) 11:59pm
Module 1 (Available 11:59pm 1/20/17)	1 & 2  Definition of Health	<ol style="list-style-type: none"> <li>1. Read chapters 1 &amp; 2</li> <li>2. View Module 1 contents</li> <li>3. Post discussion thread responding to questions provided</li> </ol>	By Wednesday 1/25/17 11:59pm
		<ol style="list-style-type: none"> <li>4. Respond to someone else’s discussion thread. Your reply must be substantive.</li> <li>5. Complete Assignment 1.</li> </ol>	By Friday 1/27/17 11:59pm
	Mind-Body Communication	<ol style="list-style-type: none"> <li>6. Complete Optional Assignment</li> </ol>	Optional
Module 2 (Available 11:59pm 1/27/17)	3  Managing Stress	<ol style="list-style-type: none"> <li>1. Read chapter 3</li> <li>2. View Module 2 contents</li> <li>3. Post discussion thread responding to questions provided</li> </ol>	By Wednesday 2/1/17 11:59pm
		<ol style="list-style-type: none"> <li>4. Respond to someone else’s discussion thread. Your reply must be substantive.</li> <li>5. Complete Assignment 1.</li> </ol>	By Friday 2/3/17 11:59pm
		<ol style="list-style-type: none"> <li>6. Complete Optional Assignment</li> </ol>	Optional

Module 3 (Available 11:59pm 2/3/17)	4  Mental Health	1. Read chapter 4 2. View Module 3 contents 3. Post discussion thread responding to questions provided	By Wednesday 2/8/17 11:59pm
		4. Respond to someone else's discussion thread. Your reply must be substantive.	By Friday 2/10/17 11:59pm
		5. Complete Assignment 1. 6. Complete optional assignment	Optional
<b>2/10/17: Topic due for Research paper on health care intervention</b> (click on "Research paper" in course menu)			
Module 4 (Available 11:59pm 2/10/17)	5  Nutritious Diet	1. Read chapter 5 2. View Module 4 contents 3. Post discussion thread responding to questions provided	By Wednesday 2/15/17 11:59pm
		4. Respond to someone else's discussion thread. Your reply must be substantive.	By Friday 2/17/17 11:59pm
		5. Complete Assignment 1. <i>Note that because of the nature of the assignment, this will take 3 days to complete, so plan ahead!</i> 6. Complete optional assignment	Optional
Module 5 (Available 11:59pm 2/17/17)	6 & 7  Healthy Weight	1. Read chapters 6 & 7. 2. View Module 5 contents 3. Post discussion thread responding to questions provided	By Wednesday 2/22/17 11:59pm
	Physical Activity	4. Respond to someone else's discussion thread. Your reply must be substantive.	By Friday 2/24/17 11:59pm
		5. Complete Assignment 1. 6. Complete optional assignment	Optional
Module 6 (Available 11:59pm 2/24/17)	8 & 9  Relationships	1. Read chapters 8 & 9. 2. View Module 6 contents 3. Post discussion thread responding to questions provided	By Wednesday 3/1/17 11:59pm
	Pregnancy	4. Respond to someone else's discussion thread. Your reply must be substantive.	By Friday 3/3/17 11:59pm
		5. Complete Assignment 1. 6. Complete Optional Assignment	Optional
<b>3/3/17: Annotated Bibliography for Research paper due</b> (click on "Research paper" in course menu)			
Module 7 (Available 11:59pm 3/3/17)	10 & 11  Fertility Control	1. Read chapters 10 & 11. 2. View Module 7 contents 3. Post discussion thread responding to questions provided	By Wednesday 3/8/17 11:59pm
	STDs	4. Respond to someone else's discussion thread. Your reply must be substantive.	By Friday 3/10/17 11:59pm
		5. Complete Assignment 1.	
<b>Week of 3/13 SPRING BREAK</b>			
Module 8 (Available 11:59pm 3/17/17)	13  Cancer	1. Read chapter 13. 2. View Module 8 contents. 3. Post discussion thread responding to questions provided	By Wednesday 3/22/17 11:59pm
		4. Respond to someone else's discussion thread. Your reply must be substantive.	By Friday 3/24/17 11:59pm
		5. Complete Assignment 1.	

Module 9 (Available 11:59pm 3/24/17)	14 & 15  Cardiovascular Disease	1. Read chapters 14 & 15. 2. View Module 9 contents 3. Post discussion thread responding to questions provided	By Wednesday 3/29/17 11:59pm
	Hereditary & Disease	4. Respond to someone else's discussion thread. Your reply must be substantive. 5. Complete Assignment 1.	By Friday 3/31/17 11:59pm
Module 10 (Available 11:59pm, 3/31/17)	16	1. Read chapter 16. 2. View Module 10 contents 3. Post discussion thread responding to questions provided	By Wednesday 4/5/17 11:59pm
	Drugs	4. Respond to someone else's discussion thread. Your reply must be substantive. 5. Complete Assignment 1. <i>Note that because of the nature of the assignment, this will take 2 days to complete, so plan ahead!</i>	By Friday 4/7/17 11:59pm
<b>4/7/17: Research paper on health care intervention due</b> (click on "Research paper" in course menu)			
Module 11 (Available 11:59pm 4/7/17)	17 & 18  Tobacco	1. Read chapters 17 & 18. 2. View Module 11 contents 3. Post discussion thread responding to questions provided	By Wednesday 4/12/17 11:59pm
	Alcohol	4. Respond to someone else's discussion thread. Your reply must be substantive. 5. No assignment this week! ☺	By Friday 4/14/17 11:59pm
Module 12 (Available 11:59pm 4/14/17)	19 & 20  Health Care Decisions	1. Read chapters 19 & 20. 2. View Module 12 contents 3. Post discussion thread responding to questions provided	By Wednesday 4/19/17 11:59pm
	Alternative Medicine	4. Respond to someone else's discussion thread. Your reply must be substantive. 5. Complete Assignment 1.	By Friday 4/21/17 11:59pm
		6. Complete Optional Assignment.	Optional
<b>4/21/17: Health family tree project due</b> (click on "Health family tree project" in course menu)			
Module 13 (Available 11:59pm 4/21/17)	21 & 22  Accidents & Injuries	1. Read chapters 21 & 22. 2. View Module 13 contents 3. Post discussion thread responding to questions provided	By Wednesday 4/26/17 11:59pm
	Aging & Dying	4. Respond to someone else's discussion thread. Your reply must be substantive. 5. Complete Assignment 1.	By Friday 4/28/17 11:59pm
		6. Complete Optional Assignment.	Optional
Module 14 (Available 11:59pm 4/28/17)	23	1. Read chapter 23. 2. View Module 14 contents 3. Post discussion thread responding to questions provided	By Wednesday 5/3/17 11:59pm
	Violence	4. Respond to someone else's discussion thread. Your reply must be substantive. 5. Complete Assignment 1.	By Friday 5/5/17 11:59pm
		6. Complete Optional Assignment.	Optional
<b>Final exam available 5/8/17 @7:00am, due 5/9/17 by 11:59pm</b>			

\*Skipping chapters 12 and 24.

## Guidelines for Discussion Posts

- Posts should be no more than one to two paragraphs in length and thoughtfully composed. It is the quality of the message that your classmates and I will be looking for, not the quantity. Keep your posts concise; be clear and get to the point.
- If you paraphrase or rely on an outside source (other than your own brain), remember to include proper references!
- Reduce Reply Quotations - When you respond to a post, if you wish to quote a previous pertinent message, please edit your reply to quote only enough of that message to place your comment in perspective.
- Proofread!! Please proofread your post and look for spelling and grammar errors.
- The Subject Field - Always enter a descriptive phrase in the subject field of the post. This phrase should give an indication of the message's content. When you use the reply function, but stray from the original subject, please modify the "Subject" field accordingly. This keeps the body information in sync with its topic.
- Reply Address - When replying to a post, remember that you are replying to the entire class and not just to the person who wrote the message. If you wish to send a personal message, send the person a private message or email.
- Commercial Messages/Attachments - Commercial messages are not permitted, nor are commercial attachments.
- Copyrighted Materials - Do not post copyrighted material unless you own the copyright or have explicit permission from the author to do so. Instead, you should write a short description about the item and post the URL or web address of where the copyrighted material can be found.
- Please become familiar with the above guidelines and utilize them when posting to the Discussion board.

## Netiquette for Online Discussion

Polite online behavior is called “netiquette”. Online text-based communication can be somewhat different to face-to-face conversation where facial expressions and body stance often add meaning to what is being said. As a student, you are expected to participate in the online community in a responsible way that is consistent with good academic practice. The following guidelines for online participation can assist you in this exchange of ideas and comments.

- **Review the tone of your message.** Ask yourself what your reaction would be if you received it. Look for any areas that might be misunderstood and rewrite these sentences to remove any ambiguity
- 
- **Acknowledge other students' opinions, even when you disagree,** and always provide clear, thoughtful support for your views.
- **Respect the rights of other students** to participate in ways which are free from harassment and intimidation. Flaming (comments intended to abuse or insult) and personal abuse are entirely inappropriate.
- **Always assume good intent and respond accordingly.** If you are unsure of or angered by a message, wait 24 hours before responding. This will give you time to calm down and perhaps to better see the other person’s point of view.
- **When posting a message, choose your words carefully** to communicate what you intend. It is difficult to convey subtle meaning in online communications. Don’t assume that others will interpret your message in the same way that you do. Consider rewording your message if you think there is a chance that others will misunderstand your message and be offended by it.
- **Avoid typing in all capitals** because it is difficult to read and is considered the electronic version of ‘shouting’.

## ***Research Paper on Health Intervention***

### ***Due 4/7/17***

Select one of the following interventions that someone could use to improve their health. Conduct research using the MxCC library website (see below) and reputable websites (see below) to investigate the effectiveness of this intervention at improving health (in general or some specific element of health, such as depression or heart health), and write up your research in a 5-7 page, double-spaced paper.

#### **Possible topics:**

1. Positive thinking
2. A specific dietary change (of your choosing)
3. Prayer
4. Social activity
5. Cardiovascular exercise
6. A certain alternative therapy (of your choosing, e.g., acupuncture)
7. A relaxation technique of your choosing (e.g., meditation, guided imagery, yoga, hypnotherapy, etc)

*You may also propose an intervention for your investigation to me for my approval.*

#### **Expectations for the paper:**

1. You must submit a topic via Blackboard for approval by **2/10/17 (5 points)**.
2. You must select your sources and submit an annotated bibliography of your sources via Blackboard by **3/3/17 (25 points)**.

The following website provides instructions for how to write an annotated bibliography:  
<https://owl.english.purdue.edu/owl/resource/614/01/>

4. The rest of the paper will be worth **200 points** and will be graded according to the rubric provided.
5. You must use APA format in your paper. A model for APA format is available on Blackboard, and helpful websites on APA are provided below.
6. You must use a minimum of 7 sources in your paper, 5 of which must be scholarly journal articles. You may also use the approved websites below. Remember that this is a minimum- the more sources you have, the easier it will be to write your paper.
7. You may not use quotes in your paper. You must put whatever you want to say in your own words. If it comes from another source, make sure you cite it!
8. Follow all instructions in the Research paper writing guide available on Blackboard.
9. Follow the checklist below for writing your paper.

#### **Library website instructions:**



Go to [www.mxcc.edu/library](http://www.mxcc.edu/library) → Articles → All Ebsco databases. When you enter the database, Select “scholarly (peer-reviewed) journals” in your search to ensure that you select the correct type of article. Enter the search terms of interest. For instance, if your topic is acupuncture, you might search the terms “acupuncture” and “effectiveness”.

There is a handout available on Blackboard (“How to Read a Scholarly Article”) which, as the title suggests, can help you with reading scholarly journal articles.

**Some reputable websites that you may use as sources in your paper (but please note that at least 5 of your 7 references must be scholarly journal articles):**

Medline Plus: <https://www.nlm.nih.gov/medlineplus/>

U.S. Centers for Disease Control: [www.cdc.gov](http://www.cdc.gov)

The Mayo Clinic: [www.mayoclinic.org](http://www.mayoclinic.org)

American Holistic Health Association: <http://ahha.org/resources-portal/>

National Center for Health Statistics: <http://www.cdc.gov/nchs/>

National Center for Complimentary and Integrative Medicine: <https://nccih.nih.gov>

Nutrition.gov

U.S. Department of Agriculture. Dietary Supplements: Safety and Health Claims  
<https://fnic.nal.usda.gov/dietary-supplements>

Let’s Move <http://www.letsmove.gov>

CancerNet: [www.cancer.net](http://www.cancer.net)

American Heart Association: [heart.org](http://heart.org)

**Some helpful websites on how to write this type of paper:**

How to write a Psychology paper

<https://www.youtube.com/watch?v=r4UNpM3lHtY&feature=youtu.be>

How to write a research paper

<https://owl.english.purdue.edu/owl/resource/658/1/>

<http://libguides.bc.edu/litreview/gettingstarted>

Sample APA style paper:

[http://faculty.mwsu.edu/psychology/Laura.Spiller/Experimental/sample\\_apa\\_style\\_litreview.pdf](http://faculty.mwsu.edu/psychology/Laura.Spiller/Experimental/sample_apa_style_litreview.pdf)

## Checklist for Writing Your Paper

- \_\_\_ Include Running Head on each page
- \_\_\_ Include cover/title page in APA format
- \_\_\_ 5-7 typed double-spaced pages using 12 point Times New Roman font, stapled
- \_\_\_ Number pages in upper right hand corner
- \_\_\_ Begin with opening paragraph(s) introducing topic and why it's important
- \_\_\_ Introduction captures readers' attention
- \_\_\_ Introduction includes thesis statement or research question
- \_\_\_ At least 5 journal articles incorporated into the paper and described, and a total of at least 7 sources
- \_\_\_ Cite sources for every idea, study or information introduced
- \_\_\_ Write in past (e.g., studied) or present perfect tense (e.g., has studied)
- \_\_\_ No quotes
- \_\_\_ Descriptions of studies are accurate, succinct and unbiased
- \_\_\_ Paper provides comparisons, evaluations and conclusions
- \_\_\_ These comparisons, evaluations and conclusions are based in evidence
- \_\_\_ Paper is well-organized and easy for reader to follow
- \_\_\_ Transitions used from one paragraph to the next to improve flow
- \_\_\_ Every reference cited in text is also in reference list (and vice versa)
- \_\_\_ Proofread so there are no typos, awkward sentences, incorrect use of grammar, wordiness
- \_\_\_ No biased writing
- \_\_\_ Conclusion section includes summary statements and critical thinking about the studies discussed
- \_\_\_ In-text citations are in APA format
- \_\_\_ Reference list is in APA format
- \_\_\_ Avoid all types of plagiarism

**Health Family Tree Project**  
**Due 4/21/17**

When you visit a physician for the first time you are often bombarded with many forms and questions. Amidst the pile you are always asked for a personal health history as well as a family health history. Given the stress of being ill, adjusting to a new medical facility, and the sheer number of questions, it is easy to skip through this section making “your best possible guess”—sometimes you are even encouraged “to give your best answer”—even if that answer is incorrect! To help you with this part of your next physician visit and to make you a better informed patient at home, as a part of this course you will complete a Health Family Tree Project.

You will spend the coming weeks talking with family members to learn the health history of your relatives.

This history includes:

The general makeup of the family (relation to you and current age of each member)

Serious and/or chronic illnesses

Health habits, preventative and risk behaviors (e.g., exercise, nutrition, smoking, sun screen use, etc etc – refer to the text for others)

Where appropriate: cause of death and age at death

These conversations take time so be sure to start ASAP.

**Why do it?**

1) It could help your grade: It’s a simple way to study all semester long in a way that will get you to think about the material by applying it to people you care about.

2) It could help your health: These basic facts can help you and your physician to identify important medical patterns and trends that can help inform diagnostic, treatment and preventive care decisions for you.

3) It’s a way to demonstrate and apply what you are learning.

---

**Your complete assignment will include two parts:**

**Part One: Health Family Tree Pedigree (see handout on guidance for collecting family history – on Blackboard) – (40 points)**

A **1 page** representation of your Health Family Tree drawn by you\*

--A complete pedigree will include health information about: you, your siblings, parents, aunts/uncles, cousins, and grandparents. *If you have children of your own and/or nieces and nephews, they should also be included. Go as far back (e.g., great grandparents) and as far forward (e.g., if you or your siblings or cousins have children) as you can, but if it’s not possible to get information on certain relatives, don’t worry about it.*

--Health information about each person

--\*Note: *While online programs are available, they have proven problematic in the past (producing impossible to read diagrams). I encourage you to sketch it by hand or create it yourself graphically in computer program. You will then scan or take a picture of your tree and submit the jpg or pdf.*

**Part Two: The paper [not to exceed 7 typed pages] – (160 points)**

A written analysis of your Family Tree Pedigree addressing each of the following:

**I. Initial Reflection: BEFORE you begin (2-3 paragraphs)**

- How do you feel about this assignment?
- What are the benefits of completing it?
- What are the costs of/barriers to completing it?
- How long do you think it will take to collect the information (pedigree)?
- How long do you think it will take to analyze the information?
- How long do you think it will take to write up the analysis?

## **II. Evaluate health trends that you see within your family: (as long as it takes)**

- What do you notice about your family?
    - Are there particular health or disease patterns?
    - Can you identify positive health patterns?
      - To what do you attribute these positive patterns?
    - Can you identify negative health patterns?
      - To what do you attribute these negative patterns?
  - What are the implications of the patterns you observe for:
    - your past health
    - your present health
    - your future health
- i.e., Are you at risk for any particular habits, diseases, illnesses? Why?
- To what extent are these diseases preventable?

## **III. What do you intend to do with this information? (as long as it takes)**

- Discuss whether you will share your Health Family Tree and analysis with your family and how you will use this information in your own life.
- In light of the patterns you observe, are there health behaviors you intend to modify (increase or decrease)?
  - Which ones? Why?
- Describe in detail at least one action plan that you will implement to maintain OR change your health habits. Be sure to include the both pros and cons of your proposed plan and what you will do to ensure this plan is implemented.

## **IV. Final Reflection: If you could do it again... (2-3 paragraphs)**

- How do you feel about this assignment now?
- What were the benefits of completing it?
- What were the costs of/barriers to completing it?
- How close were your original estimates for each of these items? [If off, why were they off?]
  - collect the needed information (pedigree)?
  - analyze the information?
  - write up the analysis?
- If you could go back in time (to the start of this project) and tell yourself one thing, what would that be?

## Health Family Tree Project Paper Guidance

- 1) Papers should be typed and double spaced, and conform to the standard rules of grammar and neatness (including leaving one inch margins on all four sides). They should also be in a “regular” font [e.g., Times or Arial, size 12]. Making the letters bigger is not the same as making the words better.
- 2) Pages should be numbered in the upper right corner. Nothing else should appear in that corner (e.g., no names).
- 3) A paper needs a title (always).
- 4) A **complete paper** will include:

\_\_\_ FRONT PAGE:

A **cover page** with the following information (centered):

a) the title, b) your name, c) the school’s name, and d) the date.  
(Note: No need for my name—I know my name).

[See above for actual paper content]

\_\_\_ **An uploaded copy of your family tree.**

### **Final Note:**

These are YOUR thoughts.

This paper should NOT include thoughts from Wikipedia, classmates, enthusiastic physicians, your cousin the nurse, your parents, Grover, Dumbledore, or Donald Trump.

This is a paper by you, about you.  
You are the expert.

Do address **your** specific health habits and risks and what **you** can do about them using what we are covering in this course.

Make it an excellent paper.

### ***Alternative Assignment:***

In the event that you do not have access to genetic/family history information and find that you cannot complete a Health Family Tree, come see me to request permission to complete an alternative assignment by **February 1, 2017**

Note: Every Health Family Tree project will be challenging. Alternative Assignments will only be granted to those for whom the project would be **impossible**.

## Middlesex Community College Core Competencies

- 1) Communication Skills: Communication skills include reading, writing, speaking and research. We expect our graduates will have good critical reading skills so that they can discriminate between primary and secondary sources and between more and less important ideas in what they read. We expect our students to write and speak clear, correct expository English to communicate their ideas as well as to frame sensible arguments to support their points of view in an intelligent, thoughtful and civilized way. Communication is an interactive process through which there is an exchange of verbal and/or nonverbal information.
- 2) Conceptual Skills / Critical Thinking Skills: Conceptual skills refer to organized, responsive and critical thought. Many educators and philosophers define critical thinking as skillful, responsible, reflective thinking that facilitates good judgment because it: a) relies upon criteria developed or assessed, b) is self-correcting, and c) is sensitive to context. Critical thinkers can distinguish between fact, inference, and opinion; construct worthwhile questions; arrive at and justify conclusions; prioritize ideas; apply strategies for dealing with error, improbability and ambiguity; value, and access information including that derived from textbooks, lectures and electronic media; give and accept criticism constructively.
- 3) Quantitative Reasoning: Quantitative reasoning helps us learn about reality by applying measurement, mathematics, data collection and evaluation to the study of specific problems. Quantitative reasoning involves several skills or abilities: a) to describe research problems or questions in terms of numerical, symbolic, and visual representation; b) to solve problems by collecting and analyzing data, formulating alternative theories, and making reasonable conclusions based upon a body of evidence; c) to communicate and critique quantitative arguments.
- 4) Technological Literacy: Technological literacy requires us to understand the potential and limitations of technology and to identify and effectively use the appropriate technology to achieve a desired outcome.
- 5) Information Literacy: Information literacy encompasses skills that enable individuals to determine when information is needed, efficiently access information, critically evaluate information and its sources, apply legal and ethical standards in using information, and appropriately apply information to one's needs.
- 6) Aesthetic Perspective: The most elusive area in a well-rounded education is that of aesthetics. Students should be aware of aesthetics both in daily life and in the context of their academic studies. Aesthetics encompasses forms of personal expression both in the natural world and in the world of man-made things (buildings, objects of art, etc.). In addition, aesthetics can be seen in more abstract, universal constructs such as the symmetry of an equation or the balanced physical structure of an atom. Students should be able to analyze and formulate opinions about the principles of design behind these formal and expressive structures.
- 7) Understanding of Diversity: Diversity means difference. People may be different with respect to their ethnicity, race, culture, religion or national origin. Or these differences may be social and personal such as class, age, gender, sexual orientation, disability, or appearance. We hope our graduates are able to recognize and appreciate these and other differences. Psychology embraces a global perspective in presenting issues of diversity concerning cultural awareness, gender, ethnicity, sexuality and age.
- 8) Values, ethics, and responsible citizenship: Psychology will help the student to recognize and analyze ethical issues, make and defend ethical decisions, demonstrate ethical behavior and social responsibility by engaging in community, social, civic, or cultural service. These core competencies are important personally, academically, and professionally. The learning outcomes, as stated in the syllabus are covered in this course.

### **ADDITIONAL SYLLABUS INFORMATION**


For information about the college's policies and procedures regarding academic honesty, accessibility/disability services, attendance, audio-recording in the classroom, grade appeals, plagiarism, religious accommodations, weather/emergency closings, and more, please go to the following website: [www.mxcc.edu/catalog/syllabus-policies/](http://www.mxcc.edu/catalog/syllabus-policies/)

### **IMPORTANT COLLEGE POLICIES!! PLEASE READ CAREFULLY!**

For information about the college's policies and procedures regarding academic honesty, accessibility/disability services, attendance, audio-recording in the classroom, grade appeals, plagiarism, religious accommodations, weather and emergency closings, and more, please go to the following website: [www.mxcc.edu/catalog/syllabus-policies/](http://www.mxcc.edu/catalog/syllabus-policies/) or scan the QR code with your smart phone. Also, please become familiar with the policies regarding nondiscrimination, sexual misconduct, and general student conduct at the following website: [www.mxcc.edu/nondiscrimination/](http://www.mxcc.edu/nondiscrimination/).

### **NON-DISCRIMINATION STATEMENT**

Middlesex Community College does not discriminate on the basis of race, color, religious creed, age, sex, national origin, marital status, ancestry, present or past history of mental disorder, learning disability or physical disability, sexual orientation, gender identity and expression or genetic information in its programs and activities. In addition, the College does not discriminate in employment on the additional basis of veteran status or criminal record. The following people have been designated to handle inquiries or complaints regarding non-discrimination policies and practices:

-  [Primary Title IX Coordinator](mailto:amaslin@mxcc.edu) Dr. Adrienne Maslin Dean of Students/Title IX and Section 504/ADA Coordinator amaslin@mxcc.edu; 860-343-5759; Founders Hall Room 123

