

# CHS 100 (Online)

## Optimizing Health & Performance

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**Virtual Office Hours:** By appointment

### COURSE INFORMATION

#### Course Description

The objective of CHS 100 is to improve your success in the College of Health Solutions by exploring concepts, attitudes, and practices associated with health and performance. By taking this course, you will gain practical and foundational knowledge regarding evidence-based practice, nutrition, physical activity, executive function, cognition, and other success-related behaviors. You will gain insight into other degree programs offered by CHS and develop critical thinking, teamwork, and leadership skills.

**Credits:** 3      **Anti-Requisite:** CHS 300      **Gen Ed:** SB

#### Course Learning Outcomes

Students will be able to:

1. Recognize interdisciplinary concepts and approaches to evidence-based health and performance.
2. Describe evidence-based nutrition and physical activity practices.
3. Identify strategies and skills to cultivate self-awareness, inform decision-making, and elicit positive change.
4. Demonstrate the implementation of health-related strategies to improve health and performance.

#### Textbook

**None required.** All learning materials (.pdfs, URLs, etc.) are provided in Canvas.™

#### Course Delivery Format

This is a fully online, asynchronous course with weekly modules opening at 5:00 AM on Wednesdays and due dates on Tuesdays before 11:59 PM. There are no required live synchronous meetings, but there may be opportunities to meet with the Instructional Team and/or classmates online.

Canvas™ is the learning management system where all course-related materials and communications are posted, including: announcements, content, discussions, and assignments.

#### Course Access

Your ASU courses can be accessed at the following sites (*bookmark in the event one is down*).

1. **MyASU** - <https://my.asu.edu>
2. **Canvas Home Page** - <https://asu.instructure.com/>

## Course Outline

Module	Topics	Requirements
<b>Module 1: Health Trends &amp; Evidence-Based Practice</b>	Health Trends Evidence-Based Practice	Quiz 1 + Discussion Quiz 2 + Discussion (DUE 8/24)
<b>Module 2: Nutrition &amp; Exercise</b>	Nutrition (Parts 1 & 2) Aerobic Exercise Anaerobic Exercise	Quiz 3 & 4 Quiz 5 Quiz 6 Discussion Food Journal (DUE 8/31)
<b>Module 3: Metacognition, Sleep, &amp; Multitasking</b>	Metacognition Sleep Multitasking Mid-Course Reflection	Quiz 7 + Metacognition Journal Quiz 8 + Sleep Journal Quiz 9 + Multitasking Journal Reflection Assignment (DUE 9/7)
<b>Module 4: Habits &amp; Practice</b>	Habits Practice	Quiz 10 Quiz 11 Discussion (DUE 9/14)
<b>Module 5: Stress &amp; Environment</b>	Environment Stress	Quiz 12 + Discussion Quiz 13 + Discussion (DUE 9/21)
<b>Module 6: Translational Science</b>	Case Study Translational Science End-of-Course Reflection	Case Study Assignment Quiz 14 Reflection Assignment (DUE 9/28)

## COURSE REQUIREMENTS

### Submitting Course Requirements

- All course requirements must be submitted correctly before the due date and time to earn credit.
- Due dates can be found under the *Syllabus* link in Canvas, with submissions due **before 11:59PM MST**.
  - ❑ Click this [Time Converter](#) to ensure you account for the difference in Time Zones.
  - ❑ *Note: Arizona **does not** observe daylight savings time.*
- All course requirements, unless otherwise announced, **must** be submitted to the designated area in Canvas. Any requirements sent via email will not be graded.

## 1. Assessments (42%; 420 pts)

- **Quiz 0 (Syllabus Quiz) & Academic Integrity Agreement (0 pts each)**
  - ❑ *Required to unlock Modules; Unlimited Attempts; Unlimited Time*
- **Quizzes 1-14 (14 x 30 pts each = 420 pts)**
  - ❑ 1 Attempt per Quiz; Unlimited Time; 15 multiple-choice & T/F (2 pts each; 30 pts per Quiz)
  - ❑ Non-Cumulative, objective assessments to assess your knowledge, understanding, and application of course content (i.e., readings, videos, discussions).
  - ❑ **You may use your own notes and course materials, but *no other outside assistance is allowed*.**
  - ❑ You would be committing academic dishonesty if you used any outside assistance such as online resources, other people, etc. when completing the Module Quizzes. The resulting punishment ranges from grade penalties to course failure, with potential for harsher penalties.
  - ❑ Refer to the [ASU Student Academic Integrity Policy](#).

## 2. Discussions (30%; 300 pts)

The online discussions (6 x 50 pts each) involve the application of course learning materials and demonstration of knowledge, critical thinking, and effective communication. See Canvas for details and extra credit opportunities.

## 3. Assignments (15%; 150 pts)

- **Course Reflections (2 x 25 pts).** At mid-course and end of the course, you will be asked to respond to prompts reflecting on the learning materials, discussions, and assignments, as well as your effort and performance in the course, application of concepts, skills, and practices to your life, areas in need of improvement, and more.
- **Case Study (100 pts).** This assignment involves identifying and summarizing potential problems and solutions related to wellbeing, health, and performance about a hypothetical case study.

## 4. Journals (13%; 130 pts)

- **Food Journal (40 pts).** You will be asked to maintain a food log of everything you eat and/or drink for one day. You will then be asked to answer a variety of questions that will help you assess your current dietary intake.
- **Behavior Journals (3 x 30 pts each).** You will be asked to complete the following 30-pt Journal Assignments:
  - ❑ **Metacognition:** Rate your ability to perform differing tasks and reflect on your ratings.
  - ❑ **Sleep:** Calculate your sleep debt for entire week and identify potential new strategies.
  - ❑ **Multitasking:** Assess your ability to do work with no other stimuli and reflect on any changes.

## GRADING

### Procedures

- You are responsible for keeping track of your grades.
- Do not email the Instructional Team asking what your grade is in the course, as grades and feedback will be posted in *Grades* within 72 hrs of the due dates unless otherwise announced.
- Grades reflect your performance on assignments and adherence to instructions, rubrics, and deadlines.
- The table below outlines the points and % for each course requirement.

### Method of Evaluation

Requirements	Points	% of Grade
Assessments	420	42
Discussions	300	30
Assignments	150	15
Journals	130	13
<b>Total</b>	<b>1000</b>	<b>100</b>

### Final Letter Grade

Grade	% Range
A+	97.0 – 100%
A	94.0 – 96.9%
A-	90.0 – 93.9%
B+	87.0 – 89.9%
B	84.0 – 86.9%
B-	80.0 – 83.9%
C+	76.0 – 79.9%
C	70.0 – 75.9%
D	60.0 – 69.9%
E	0 – 59.9%

## STUDENT SUPPORT RESOURCES

### Computer Requirements

This is a fully online course; therefore, it requires a computer with Internet access, and the following technologies:

- Web browsers ([Chrome](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office ([Microsoft 365 is free](#) for all currently-enrolled ASU students) ▪ Reliable broadband Internet connection (DSL or cable) to stream videos.
- *Note: A smartphone, iPad, Chromebook, etc. will **not** be sufficient for completing your work in ASU Online courses. While you will be able to access course content with mobile devices, you must use a computer to complete all course requirements.*

### Help

For technical support, try these two options before posting to the *Community Forum (Course Q & A)*:

- Use the **Help** icon in your Canvas course in the black global navigation menu.
- Call the **ASU Help Desk at 1(855) 278-5080**. (Available 24 hours a day, 7 days a week).

## Student Success

To be successful:

- **Check** the course **daily**
- **Read** the *Announcements* carefully
- **Read and respond** to ASU email messages as needed
- **Complete and submit** the course requirements **before** the specified due dates and time
- **Subscribe** to the *Community Forum* to receive notifications, and stay engaged with general course questions
- **Communicate regularly** with your Professor, Teaching Assistants, and classmates
- **Create and follow a schedule** for reading/viewing and taking notes on the course content, studying, posting to the discussions, and taking the Module Quizzes to stay on track
- **Troubleshoot** using the [Canvas Student Guide](#) prior to posting in the *Community Forum*/emailing your TA
- **Access ASU Online Student Resources** as needed

## COURSE POLICIES

### Late Policy

- All due dates are firm, meaning in general, extensions will **not** be given (even for technology issues).
- If you have a situation develop, you must email your assigned TA within 24 hrs for approval as specified below.
- **You have 1 week from the original deadline to communicate requests for approval for exceptions and to complete the late work.**

### *Late Policy Exceptions*

<b>Exceptions</b> [Pending Email by Deadline, then Approval]		<b>Approval Deadlines</b> [Email TA]
1.	Technology issues related to <i>unexpected</i> weather incidences <b>or</b> systemwide outages [evidence required]	No later than 24 hrs <b>after</b> the deadline
2.	Emergency	No later than 24 hrs <b>after</b> the deadline
3.	Special Situation	At least 24 hrs <b>before</b> the deadline
<b>The following are ASU-approved, yet require communication by Week 2 as specified.</b>		
4.	<a href="#">Disability Accommodations</a> [Contact the DRC, see more info below]	<b>before Tuesday</b> , 11:59pm, Week 2
5.	<a href="#">Accommodation for Religious Practices</a>	<b>before Tuesday</b> , 11:59pm, Week 2
6.	<a href="#">University-Sanctioned Activities</a>	<b>before Tuesday</b> , 11:59pm, Week 2

## **Technology-Related Issues** [i.e., browser, errors, cookies, Flash player, Internet connection, etc.]

- **Start early** in case of technology issues, as you will **not be approved for a late exception** unless it was related to an **unexpected** weather- or system-wide outage, in which case evidence is required.
- Any planned and unexpected outages can be monitored at the following online locations:
  - ❑ [System Health Portal](#)
  - ❑ Twitter @ASUOutages

## **Respect for Diversity, Inclusion, & Belonging**

- It is our goal that students from diverse backgrounds, learning styles, lifestyles, and perspectives be well served by this course. In fact, the diversity that students bring to this course are viewed as a resource, strength, and benefit. We also intentionally foster an inclusive environment where students have a sense of belonging and connectedness, and trust they are a valued part of an online teaching and learning community.
- We also intend to present materials and assignments that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let us know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

## **Empathic, Efficient, & Effective Communication**

- We all come to this course with differing experiences and viewpoints, which means that we have so much to learn from each other! In order to get the most out of this opportunity, it is important that we embrace diversity, and show respect for differences by seeking to understand, asking questions, clarifying our understanding, and/or respectfully explaining our own perspective. This way, everybody comes away with new perspectives on the issue and respecting others with different values or beliefs.
- If you are bothered by anything said in this course, for any reason, assume that the person did not mean to be offensive, and seek to understand by asking for clarification. Then explain the impact it had on you.
- If you are a recipient of communication informing you that something you wrote bothered them, assume that they are not attacking you, but rather that they are sharing something that might be important for you to know. We can all benefit from feedback presented in a respectful, empathic, and effective manner.

## **1-2-3, then We!**

- This strategy is a course of action in the event instructions are unclear, or you have questions regarding assignments. The **1-2-3, then We!** course policy is intended to encourage independence, utilization of resources, and troubleshooting skill practice, as well as facilitate communication and connection among classmates and TAs! **So, when you are stumped:**
  1. **Review the entire Syllabus:** The Syllabus is a comprehensive document outlining the expectations for every aspect of the course. Chances are your question will be answered right here!
  2. **Visit the Community Forum:** Scan the conversation to see if your question has been addressed. If not, post a discussion comment. Dr. McEntee and the TAs often chime in with resources, as well as other students!

3. **Ask a classmate directly:** While this course is virtual, it is also rooted in reflection and discussion! There are ample opportunities to establish connections with other classmates through the discussion boards. Take advantage of that, as well reaching out via ASU email!
4. **We→TA Team:** Reach out to your assigned TA! They are here to support your wellbeing journey and to guide you through the tough moments! If they are unable to answer your question, they will be happy to find out. And finally, in the unlikely event that you do not hear from your TA, or your concern remains unanswered, email Dr. McEntee.

**Important note:** *Expect a response from your TA within 24-48 hours (M-F). Responses to emails sent on weekends may be delayed to the next business day.*

## Community Forum (Course Q & A)

- This discussion board is for general questions and comments about the course.
- Prior to posting a question or comment, check the *Syllabus*, *Announcements*, and existing posts to ensure there is no redundancy.
- You are encouraged to Reply to your classmates' questions.
- **Please do *not* post any questions about the Quizzes, especially if it is before the due date.**
- Email questions about the Quizzes and anything personal nature to your TA's ASU email address. **You can expect a response to emails within 24-48 hours (M-F).**

## Email

- ASU email is an [official means of communication](#) among students, faculty, and staff.
- Students are expected to read and act upon email in a timely fashion.
- Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

**Note:** *All Professor and TA correspondence will be sent to your ASU email account.*

## ASU POLICIES

### ASU Online

View the [ASU Online Course Policies](#)

### ASU Student Academic Integrity Policy

At Arizona State University academic honesty is expected of all students in all examinations, papers, academic transactions and records. The possible sanctions include, but are not limited to: appropriate grade penalties, loss of registration privileges, disqualification and dismissal. ASU strictly adheres to the academic integrity policy. This policy sets forth the [ASU Student Academic Integrity Policy](#) and appeal procedures.

Academic dishonesty falls into five broad areas that include, but are not limited to:

1. Cheating on an academic evaluation or assignment.
2. [Plagiarizing](#).

3. Academic deceit, such as fabricating data or information.
4. Aiding academic integrity policy violations and inappropriately collaborating.
5. Falsifying academic records.

It is important that you understand what constitutes a violation of academic integrity. The ASU community is here to help you stay informed and to provide resources to avoid these kinds of violations. Please read [ASU's academic integrity policy found here](#) and visit the [Student Resources page found here](#). Mostly importantly, if you are not sure if something is really cheating, ask your professors, academic integrity officers, TAs or academic advisors. The [ASU student honor code](#) affirms the commitment of ASU students to uphold the values, principles, and ethics of academic integrity.

## Accessibility Statements

View the [ASU Online Student Accessibility](#) page to review accessibility statements for common tools and resources used in ASU Online courses.

## COVID-19 Documentation and Reporting

Instructors cannot require students to provide COVID-19 test results. If you test positive for COVID-19, inform the ASU Dean of Students at [deanofstudents@asu.edu](mailto:deanofstudents@asu.edu) immediately. Staff in the Dean of Students office will serve as your point of contact for the duration of the isolation period and will help coordinate campus services (e.g. housing, counseling, class absence notifications). If you disclose a positive test for COVID-19 to your instructor, she is obligated to report your status to the Dean of Students for support.

## Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.

## SYLLABUS DISCLAIMER

The syllabus is a statement of intent and serves as an implicit agreement between the Professor and the student. Every effort will be made to avoid changing the course calendar, but the possibility exists that unforeseen events will make syllabus changes necessary. Remember to check your ASU email and the course site often to stay up-to-date.