

# Principles of Healthy Lifestyle

01:377:205, Section M1

Semester: Fall, 2020

Department of Kinesiology and Health  
Rutgers University

## Course information

**Pre/co-requisites:** None

**Credits:** 1.5, this course runs during the 7 weeks of the Fall 2020 semester

**Online learning site:** Canvas (<https://canvas.rutgers.edu/>)

**Online format:** Asynchronous

**Class lectures will be provided using:** Kaltura within Canvas

**Technology requirements for this course:** computer with standard software (Microsoft Office etc.), high-speed internet access, web-camera and microphone

## Instructor information

**Instructor:** Andrea Spaeth, PhD

**Email:** ams853@kines.rutgers.edu

**Virtual office hours:** Tuesday and Thursday from 10 AM – 11 AM (or by appointment)

**Virtual office hours format:** WebEx (link available on Canvas)

*Canvas email will be used for all information/communication related to this course.*

## Required Course Materials

*Lifestyle Medicine: A manual for clinical practice.* Editors: Jeffrey Mechanick & Robert F. Kushner. Springer. ISBN 978-3-319-79659-8

- eBook (ISBN 978-3-319-24687-1) version of the textbook is also acceptable

ASSIGNED READINGS (PDFs of each document will be posted on the course Canvas site):

- **METHODS:** Egger, G. (2018). Defining a Structure and Methodology for the Practice of Lifestyle Medicine. *Am J Lifestyle Med*, 12(5), 396–403.
- **DIET:** Skerrett, P. J., & Willett, W. C. (2010). Essentials of healthy eating: a guide. *Journal of midwifery & women's health*, 55(6), 492-501.
- **MICROBIOME:** Dinan, T.G., Cryan, J.F. (2017). The Microbiome-Gut-Brain Axis in Health and Disease. *Gastroenterol Clin North Am*, 46(1), 77-89.
- **MICROBIOME:** Allaband, C., et al. (2019). Microbiome 101: Studying, Analyzing, and Interpreting Gut Microbiome Data for Clinicians. *Clin Gastroenterol Hepatol*. 17(2): 218–230.
- **PHYSICAL ACTIVITY:** Warburton, D. E., & Bredin, S. S. (2016). Reflections on physical activity and health: what should we recommend?. *Canadian Journal of Cardiology*, 32(4), 495-504.
- **SLEEP:** Irish, L. A., Kline, C. E., Gunn, H. E., Buysse, D. J., & Hall, M. H. (2015). The role of sleep hygiene in promoting public health: A review of empirical evidence. *Sleep medicine reviews*, 22, 23-36.
- **STRESS:** Slavich, G. M. (2016). Life stress and health: a review of conceptual issues and recent findings. *Teaching of Psychology*, 43(4), 346-355.
- **SUBSTANCE USE:** Schulte, M. T., & Hser, Y. I. (2013). Substance use and associated health conditions throughout the lifespan. *Public Health Reviews*, 35(2), 3.

## Course Description

The purpose of this course is to introduce students to the concept of healthy lifestyle for prevention and treatment of lifestyle-related diseases such as cardiovascular diseases, diabetes, stroke and obesity and to

promote optimal mental and physical health. Students will gain an insight into the concept of wellness, be familiar with the components of healthy lifestyle and understand the role of the lifestyle in health promotion and disease prevention. Students will learn evidence-based knowledge in order to design and promote an integrated health approach in their future careers and personal lives.

This course fulfills a course requirement for the Exercise Science major, and counts as an elective for the Sport Management major/minor.

### **Course Learning Objectives**

The objectives for this course will be met through lectures, assignments and required readings. Students will be able to:

- Become familiar with the concept of wellness and identify fundamental concepts of a healthy lifestyle
- Be introduced to measurements of health and wellness
- Understand the concept of the healthy lifestyle as a holistic way of living
- Critically understand and interpret the available scientific data regarding the beneficial effects of a healthy lifestyle on health and disease

### **Online Learning**

Students have the opportunity to interact with the instructor in real-time each week using WebEx during the virtual office hours listed above. To accommodate varying time zones and schedules, all other course material will be presented asynchronously, meaning that students can access course lectures and submit assignments on their own timeline (as long as it is completed by the due dates listed below). Even though the course is being conducted asynchronously, the instructor has created several interactive components (e.g., a welcome video, weekly videos describing the Activities assignment). In addition, students will interact with the instructor and each other using the Canvas Discussion feature (see Weekly Activity assignment below). The instructor's goal is to enhance interpersonal relationships as much as possible and to provide the most optimal learning experience for students.

### **Grading Policy**

- This class uses a points-based system to calculate grades. The description of each assignment includes how many points it is worth. The total numbers points for this class are 400. Assignments are due by 11:59 PM on the due dates listed below unless otherwise noted.
- Assignments turned in late will receive 0 points unless the student communicates with the instructor BEFORE the due date and receives written approval of an extension.
- Concerns about a graded assignment must be brought to the instructor within seven days of receiving the grade. Assignment grades are finalized after this seven day period.
- Grades on Canvas will be updated regularly; if you notice any discrepancies or have questions, please do not wait until the end of the semester – let your instructor know right away.

Letter Grade	Percent	Points Needed
A	90-100	360-400
B+	85-89.9	340-359
B	80-84.9	320-339
C+	75-79.9	300-319
C	70-74.9	280-299
D	60-69.9	240-279
F	0-59.9	0-239

## Assignments

### Reading Quizzes (5 points/quiz × 12 quizzes = 60 points)

Each week you will complete 2 quizzes using the Canvas Quizzes feature. Each quiz will cover content from the assigned readings for each lecture. Quizzes will be comprised of multiple choice, true-false, matching, and short answer questions. **Quizzes must be completed each Sunday by 11:59 PM EST.**

### Weekly Activities and “Instagram” posts (16 points/activity × 5 activities = 80 points)

Each week, students will be asked to complete an activity related to a component of healthy lifestyle. Students will be asked to take a picture(s) of the activity and submit their picture with a 200-250 word summary of their experience using the Canvas Discussions feature. After posting, students should scroll through their classmates’ pictures and summaries and interact with one another. The grading rubric is available on Canvas. **Posts are due by 11:59 PM EST each Friday.**

### Presentation Project (80 points)

Students will work to create a Health Behavior Change Initiative. Each student will be assigned a behavior and population to target. Then, students will develop an initiative (public health campaign/ program/ strategy/ technology) to improve that particular behavior for that population. Strategies and content of the initiative should be supported by peer-reviewed scientific articles. Students will present their initiative in a 5-7 minute PowerPoint presentation which they will record as a video file and upload using Canvas Assignments. The grading rubric is available on Canvas.

The presentation should include a slide for each the following components:

- Describe your target population.
- What do we currently know about the health behavior you were assigned in the population you were assigned? (Include 1 reference here)
- Describe the strategy/idea you would like to implement in order to address that health issue.
- What evidence is there to suggest your idea will work? (Include 1 references here)
- How would you implement your idea? Specifically describe how it would be accomplished.
- What are potential barriers/challenges to implementation and how would you address them?

The powerpoint presentation should include 6 slides with each slide addressing each item on the list above. Two slides should include information from at least 1 journal articles and the citation for these articles should be clearly presented at the bottom of each slide using APA format (so there should be a total of at least 2 peer-reviewed references in your presentation). Your references should have been published recently [2010-2020]. Create the video of you giving your PowerPoint presentation next to your computer screen with the PowerPoint slides visible as you discuss each item. Your presentation should be no more than 5-7 minutes in length (please practice several times to ensure your presentation is within this time limit). You will upload your video file and PowerPoint slides to Canvas using the Assignment function. **The presentation is due by 11:59 PM EST on Friday October 16<sup>th</sup>, 2020.**

### Exam (100 points)

The exam is a combination of multiple choice, true/false, fill-in-the-blank and short answer questions that cover material presented during lectures and in the readings. **Students will have a 24h window of time to complete the exam (8 AM EST Monday October 19<sup>th</sup> until 7:59 AM EST Tuesday October 20<sup>th</sup>).** Once each student begins to take the exam, they will have 80 minutes to complete it.

### Health Behavior Logs and Reflection Paper (80 points)

Each week, students will track their sleep, stress levels, diet, exercise and substance use using an electronic diary. This is for personal use and students will use these to assist in self-assessment for the Reflection Paper. At the end of the term, students will write a 3-4 page paper reflecting on how they can incorporate what they have learned during the course into their daily lives to improve health and wellness.

Students can focus on a specific health area where they really struggle or touch on how they could improve in multiple areas. The paper should include (1) background on the health topic, (2) a summary of their self-assessment (from health behavior logs), (3) a few things they learned in the course about that topic, and (4) specific strategies they will implement to improve in that area. The paper should include scholarly research to inform their strategies. Specifically, each student needs to find 2 empirical research papers on the topic(s) they choose, cite the articles within their reflection paper, and describe how this information informs their proposed health behavior changes.

**Reflection Papers are due by 11:59 PM on October 25<sup>th</sup>.** Students need to submit their paper electronically as a Word document using Canvas Assignments. Papers should be double-spaced, Times New Roman 12-point font with 1" margins. The student's name should be left aligned as the header. Referenced articles should be listed on a reference page at the end of the paper in APA format. The grading rubric and a word document template are available on Canvas.

### **Summary of Assignments with Due Dates**

Assignment	Due Date	Points	Percent of Grade
Reading Quiz for Lecture 1	11:59 PM EST Wednesday September 4, 2020	5	1.25%
Reading Quizzes for Lectures 2 & 3	11:59 PM EST Sunday September 6, 2020	10 (5/quiz)	2.5%
Weekly Activity #1	11:59 PM EST Friday September 11, 2020	16	4.0%
Reading Quizzes for Lectures 4 & 5	11:59 PM EST Sunday September 13, 2020	10 (5/quiz)	2.5%
Weekly Activity #2	11:59 PM EST Friday September 18, 2020	16	4.0%
Reading Quizzes for Lectures 6 & 7	11:59 PM EST Sunday September 20, 2020	10 (5/quiz)	2.5%
Weekly Activity Post #3	11:59 PM EST Friday September 25, 2020	16	4.0%
Reading Quizzes for Lectures 8 & 9	11:59 PM EST Sunday September 27, 2020	10 (5/quiz)	2.5%
Weekly Activity #4	11:59 PM EST Friday October 2, 2020	16	4.0%
Reading Quizzes for Lectures 10 & 11	11:59 PM EST Sunday October 5, 2020	10 (5/quiz)	2.5%
Weekly Activity #5	11:59 PM EST Friday October 9, 2020	16	4.0%
Reading Quizzes for Lectures 12	11:59 PM EST Sunday October 12, 2020	5	1.25%
Presentation Project	11:59 PM EST Friday October 16, 2020	80	20%
Exam	Available from 8 AM EST on Monday October 19, 2020 until 7:59 AM EST on Tuesday October 20, 2020	100	25%
Reflection Paper	11:59 PM EST Sunday October 25, 2020	80	20%
		<b>400</b>	<b>100%</b>

## Course Policies and Procedures

### Academic Integrity Policy

Students are responsible for becoming familiar with the definitions, procedures and sanctions outlined in Rutgers University Academic Integrity Policy before submitting any assignment or exam. The policy can be found at: <http://academicintegrity.rutgers.edu/>. All students should conduct themselves with the highest standards of academic honesty. Examples of academic dishonesty include: copying others' written work, not citing sources, and submitting the same assignments/papers multiple times in different courses. All incidences of questionable academic integrity are a serious matter and may result in a no grade (0.0) for the assignment or course. Academic dishonesty will not be tolerated and will be treated in accordance with Rutgers University Academic Integrity Policy.

### Expectations

- Engage with all online class material
- Complete all assigned readings and assignments on time
- Actively participate in all class activities, including online discussions.
- Follow the honor code when completing all quizzes, and exams
- Ask questions to enhance understanding of the material
- Communicate with the instructor if you have questions pertaining to the material or the course
- Check your email and Canvas announcements regularly to stay informed about class updates

### Email Etiquette

When emailing your instructor, please use your Rutgers e-mail address and identify yourself by full name and course number. Students are expected to place the course number, followed by the subject, in the subject line, use appropriate e-mail etiquette, and maintain reasonable expectations for instructor responses. The instructor will respond to student emails within 1-2 business days.

### Academic Integrity

By enrolling in this course, you are indicating implicitly that you have read, understood, and accepted Rutgers University's policies and procedures regarding academic integrity and dishonesty. Plagiarism and cheating will not be tolerated and all University policies apply. Specifically, if plagiarism or cheating is suspected, the student(s) will be asked to meet with the instructor. If the instructor concludes that an instance of plagiarism or cheating has occurred, the student(s) will be subject to an appropriate sanction or penalty outlined in Rutgers University Academic Integrity Policy. *Please note that plagiarism is using the ideas or writings of another as one's own. It varies in degree and severity. The most severe is the use of another's entire paper word-for-word. Less severe is the use of another's sentence, paragraph, or ideas without giving credit to that individual (i.e., without providing a reference).*

### Make-up Policy

No make-ups or extensions will be offered for missed assignments except in one of the following situations, provided that the instructor is notified in advance:

- Athletic or other Rutgers sponsored trips: Travel dates and times accompanied by a signed memo from the group's advisor/coach must be presented to the instructor prior to travel dates.
- Religious observances.
- Extenuating circumstances: This includes (but is not limited to) family emergencies, severe illnesses, accidents, etc. It will be up to the prerogative of the instructor whether or not the student will be allowed to take the make-up or receive an extension.

### Diversity & Inclusion

The Department of Kinesiology and Health supports an inclusive learning environment wherein diversity and authenticity are valued. We are committed to creating a culture of equality that respects the diverse

voices of our students, faculty and staff. We will continuously strive to create a curriculum and academic environment to reflect the community we serve, and drive innovation, social responsibility and excellence. Our diversity in thought, skill, and academic discipline is a resource and strength, which stands to benefit the whole and positively contribute to University and global reach.

### UNIVERSITY SERVICES

*Although many of these offices remain closed to in-person visits, all remain accessible virtually. We encourage students to continue to use these resources during this semester of remote learning.*

Service	Description	Contact Information
Student Accommodations	If you are a student in need of accommodations, please register with the <b>Office of Disability Services</b> in order to initiate the accommodations process. Please present your letter of accommodation to your instructor during the first week of the semester. Please note that accommodations are not retroactive.	(848) 445-6800 Lucy Stone Hall, Suite A 145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 <a href="https://ods.rutgers.edu/">https://ods.rutgers.edu/</a>
Just In Case Web App	Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.	<a href="http://codu.co/cee05e">http://codu.co/cee05e</a>
Counseling, ADAP & Psychiatric Services (CAPS)	CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.	(848) 932-7884 17 Senior Street, New Brunswick, NJ 08901 <a href="http://www.rhscaps.rutgers.edu/">www.rhscaps.rutgers.edu/</a> Medical Services: <a href="http://health.rutgers.edu/medical-counseling-services/medical/">http://health.rutgers.edu/medical-counseling-services/medical/</a> Counseling Services: <a href="http://health.rutgers.edu/medical-counseling-services/counseling/">http://health.rutgers.edu/medical-counseling-services/counseling/</a>
Violence Prevention & Victim Assistance (VPVA)	The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.	(848) 932-1181 3 Bartlett Street New Brunswick, NJ 08901 <a href="http://www.vpva.rutgers.edu/">www.vpva.rutgers.edu/</a>
Scarlet Listeners	Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.	(732) 247-5555 <a href="https://rutgers.campuslabs.com/engage/organization/scarletlisteners">https://rutgers.campuslabs.com/engage/organization/scarletlisteners</a>
Academic Support	School of Arts and Sciences Academic Advising for personal, career, and educational goals.  Department of Kinesiology & Health Academic Advising for questions about Exercise Science or Sport Management major/minor requirements.	SAS: <a href="https://sasundergrad.rutgers.edu/">https://sasundergrad.rutgers.edu/</a>  Dept. of Kinesiology & Health: Daria Gonzalez Loree Gym, Room 110 Email: Daria.Gonzalez@rutgers.edu <a href="https://kines.rutgers.edu/academics/academic-advising">https://kines.rutgers.edu/academics/academic-advising</a>

## COURSE OVERVIEW

The following schedule is tentative, changes may occur during the semester. Updates will be provided via Canvas Announcements.

Week	Class #	Lecture Topic	Reading Assignment
Sept. 1-6	1	History and patterns of healthy lifestyle	Textbook Chapter 1: Why Lifestyle Medicine? Textbook Chapter 2: The Importance of Healthy Living and Defining Lifestyle Medicine
Sept. 7-13	2	Wellness assessment and methodology	Textbook Chapter 4: Paradigms of Lifestyle Medicine Textbook Chapter 5: Composite Risk Scores Assigned Reading: Egger (2018)
	3	Behavior Change	Textbook Chapter 3: Communication and Behavioral Change Tools: A Primer for Lifestyle Medicine Counseling Textbook Chapter 14: Behavior Modification and Cognitive Therapy
Sept. 14-20	4	Measures of metabolic health	Textbook Chapter 7: Anthropometrics and Body Composition Textbook Chapter 9: Metabolic Profiles – Based on the 2013 Prevention Guidelines
	5	Weight Loss	Textbook Chapter 6: Clinical assessment of lifestyle and behavioral factors during weight loss treatment Textbook Chapter 12: A review of proprietary weight loss programs
Sept. 21-27	6	The importance of diet for health and prevention of disease	Textbook Chapter 11: Guidelines for Healthy Eating Assigned Reading: Skerrett & Willett (2010)
	7	Relationship between gut microbiome and health	Assigned Reading: Dinan & Cryan (2017) Assigned Reading: Allaband et al. (2019)
Sept. 28 - Oct. 4	8	The importance of physical activity for health and prevention of disease	Textbook Chapter 8: Physical Activity Measures Textbook Chapter 13 Physical Activity Programs Assigned Reading: Warburton & Bredin (2016)
	9	The importance of sleep for health and prevention of disease	Textbook Chapter 17: Sleep Management Assigned Reading: Irish, et al. (2015)
Oct. 5-11	10	Patterns of substance use and their impact on health and wellness	Textbook Chapter 16: Alcohol Use and Management Assigned Reading: Schulte & Hser (2013)
	11	How stress impacts health, methods for reducing stress	Textbook Chapter 18: Integrative Medicine Assigned Reading: Slavich, G. M. (2016)
Oct. 12-18	12	Culture, conviviality, community & health outcomes	Textbook Chapter 19: Transcultural applications to lifestyle medicine Textbook Chapter 20: Community Engagement and Networks: Leveraging Partnerships to Improve Lifestyle
	13	Presentation Projects	---
Oct. 19-25	14	Exam & Reflection Paper	---