

CCHW 110: Science of Human Wellness

Fall 2022 Syllabus

Instructor: Andrew (Drew) Best, Ph.D.

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Lecture: MWF 11:00-11:50, Bowman 220

Office drop-in hours*: M 12-1, W 9-10, W 12-1

*for extra help, questions, or just to chat!

Course Description

Catalog description: In this course students will engage with current ideas for maximizing human health, with an emphasis on separating pseudoscience from evidence-based practices. Questions addressed include: Is there an "optimal" diet? How much physical activity do humans need, and of what type? How is our modern lifestyle impacting our psychological and physical health? Students will apply these concepts towards their own physical and mental well-being.

Course Objectives: By the end of the course you should be able to:

- Distinguish evidence-based health and wellness information and practices from pseudoscience and non-evidence-based information and practices.
- Apply evidence-based health and wellness information to develop your own healthy life habits.
- Identify unresolved questions in human health and wellness.

Course Format

This course will meet MWF 1-1:50. We will explore each topic listed on the schedule below using the following format:

Day 1: pose the questions for the unit; discuss first assigned reading. (Some may instead be videos or podcasts.)

Days 2-?: class starts with a brief student presentation guiding us through an example of pseudoscience (details below in "Assessment"); discuss another assigned reading

Last day of unit: discussion and Powerpoint led by Prof. Best- What *does* the science tell us about this topic?

Most of the homework for this course will consist of completing assigned readings, or watching videos/listening to a podcast/etc, and submitting a short summary with discussion questions. These resources will be posted on Canvas. (There is NO textbook.)

Assessment

Assignments and Grading:

- 30% *S+Q's (Summary and Questions):* Submit a 1-paragraph summary of the assigned resource and at least 2 questions for class discussion.
- 30% *Unit Quizzes.* At the end of each unit you'll have an open response quiz. This is an opportunity to show me what you've learned from the readings, resources and discussions.
- 25% *DDP's (Daily Dose of Pseudoscience):* At the start of most classes, a student will give a brief (5 minute) presentation of an example of pseudoscience they found on social media, the web, etc, and use the McGill Pseudoscience Criteria to walk us through how, and to what extent, it's pseudoscience. Each student will be assigned 3 class periods in which to present.

15%: *PWC (Personal Wellness Challenge):* You'll choose some aspect of health and wellness- maybe something we've covered and maybe not!-and apply it to your own lifestyle. This could be something like trying a dietary change; trying new forms of exercise; conducting a nutritional analysis on yourself; etc. Details will be posted on Canvas.

Grading scale:

You will be able to monitor your current score in the course using the Canvas gradebook. Comments on assignments may be found in the gradebook and in the individual assignments. You can convert your percent score to your letter grade as follows:

A	93.0-100%	B-	80.0-82.9%	D+	67.0-69.9%
A-	90.0-92.9%	C+	77.0-79.9%	D	63.0-66.9%
B+	87.0-89.9%	C	73.0-76.9%	D-	60.0-62.9%
B	83.0-86.9%	C-	70.0-72.9%	F	0-59.9%

Late work:

Late submissions will be accepted but will result in at 25% point reduction per day unless other arrangements were made with me in advance. Plan your time carefully and reach out to me if you are experiencing challenges! Why the stiff penalty? Because this course is discussion based, and it relies on you being ready for class. Note: DDP's will not be accepted late unless you've arranged with me in advance.

Tentative Schedule (details subject to change)

Date	Unit/Topic	Assignments due by start of class (turn in on Canvas unless otherwise noted)
		*this list does not include your assigned DDP's. Check the list posted on Canvas for your assigned dates!
Sep 7 Sep 9	Brainstorming: science, pseudoscience, and other ways of knowing McGill University article: identifying pseudoscience	
Sep 12	Unit 1: Diet Carbohydrates, fats, and proteins, oh my!	S+Q
Sep 14	Is sugar bad?	S+Q
Sep 16	Fasting	S+Q
Sep 13	Weight loss	S+Q
Sep 15	The paleo diet	S+Q
Sep 17	Atkins, keto and other low-carb diets	S+Q
Sep 19	Prof. Best's summary	
Sep 21	Unit 1 quiz	
Sep 23	Unit 2: Physical activity How much is optimal?	S+Q
Sep 26	Can you exercise too much?	S+Q
Sep 28	Endurance vs. strength vs. interval exercise	S+Q
Sep 30	Is exercise medicine?	S+Q
Oct 3	Is sitting killing us?	S+Q
Oct 5	Prof Best's summary	
Oct 7	Unit 2 quiz	
Oct 10	<i>No class- Indigenous People's Day</i>	
Oct 12	Unit 3: "Biohacking" "Cleanses" and "detoxing"	S+Q

Oct 14	Vitamins and supplements	S+Q
Oct 17	Marijuana and CBD	S+Q
Oct 19	<i>No class- Day of Dialogue</i>	
Oct 21	Can you change your body's pH?	S+Q
Oct 24	Heat and cold exposure	S+Q
Oct 26	Testosterone and hormone supplementation	S+Q; email me your proposed Personal Wellness Challenge idea
Oct 28	Sweating	S+Q
Oct 31	TBA	S+Q
Nov 2	Prof Best's summary	
Nov 4	Unit 3 quiz	
Nov 7	Unit 4: Medicine Homeopathy	S+Q
Nov 9	Chiropractic	S+Q
Nov 11	<i>No class- Veteran's Day</i>	
Nov 14	Vaccines	S+Q
Nov 16	COVID-19	S+Q
Nov 18	Eastern medical traditions: Traditional Chinese Medicine, Acupuncture, Ayurvedic Medicine	S+Q
Nov 21	Faith healing	S+Q
Nov 23-25	<i>No class- Thanksgiving break</i>	
Nov 28	Prof Best's summary	
Nov 30	Unit 4 quiz	
Dec 2	Unit 5: Psychological health Stress	S+Q Personal Wellness Challenge
Dec 5	Is social media hurting us?	S+Q
Dec 7	Can psychedelics be medicine?	S+Q
Dec 9	What social and physical environments are we "built" for?	S+Q
Final Exam Block	Unit 5 quiz	

Course Policies & Tips (largely adapted from MCLA's recommended policy language)

Contacting me: During the academic semester, I will commit to respond to emails within 48 hours on weekdays- usually sooner. I encourage you to reach out via email with ANY questions or concerns, including for extra help or to review challenging material. I'll hold weekly drop-in hours (listed at the top of this syllabus)- these are times when you should feel free to drop-in unannounced to get help, discuss course material, or chat about anything that's on your mind! If my drop-in hours don't fit your schedule, email me to set up another time.

Appropriate use of course materials: Access to text, video recordings and audio recordings in this course is for your personal educational use only. Materials made by other persons are their own intellectual property. Materials from textbooks or other sources may also be protected by copyright. By maintaining your enrollment in this course, you agree that you will not share or transfer course materials. You agree that you will not provide copies of text or recordings to others outside the course space; upload, link, embed, or otherwise post materials via file-sharing, social media, or other sites or services; or share the course materials in any other non-permitted way.

Attendance: Students are expected to participate in the course on a weekly basis. If illness or other life circumstances impact your ability to participate, please reach out to me as soon as possible. Students who

expect to be absent from classes for three days or longer should contact the Center for Student Success and Engagement for help notifying their instructors. The complete college attendance policy can be read at: <http://www.mcla.edu/Academics/academicresources/registrar/academicpolicies/>

Communication: Course information, readings, assignments and announcements will be posted on the course Canvas site, and assignments will be submitted to Canvas. Emails may be sent to your MCLA email account, so please check this frequently. If you would like assistance setting up your email account or working with Canvas, please contact the help desk.

Students with Disabilities: Students with disabilities who wish to access accommodations are advised to contact the Disability Services Office at 413-662-5318 or stop by CSSE, Eldridge Hall to schedule an appointment. The Disability Services Office will work individually with students to determine accommodations that are reasonable for them. Based on the students' documentation, an accommodation plan is developed to facilitate equal access. It is the responsibility of the student to deliver and discuss their accommodation plan with the professor.

Success in the Course: Time management, attention to directions and a good attitude can strongly contribute to success in this course! Space out your work, keep track of your deadlines, set up a study group or work with a tutor, and read instructions carefully. You are about to gain a lot of knowledge about the human body!

Academic Honesty

What are we talking about?

Acts of dishonesty conflict with the work and purpose of an education at MCLA and are not merely a private matter between student and instructor. Violations of academic honesty include but are not limited to: plagiarism (described below), submitting the work of others as one's own, communication during an exam, using notes in an exam when not directed to do so, obtaining prior knowledge of examination questions, knowingly using false statements for academic benefit, and collaborating on material that was clearly designated as individual work. Giving others your work for use in preparing their assignments is also inappropriate; assume all work must be done individually unless you have been directed to do joint work.

Plagiarism:

The use of source materials of any kind in the preparation of essays, presentations or other written work must be fully and properly acknowledged; students are expected to acknowledge any expression or idea that is not their own. Students submitting papers or assignments are implying that the form and content, in whole and in part, represent their own work, except where clear and specific reference is made to other sources. Even if there is no conscious intention to deceive, the failure to make appropriate acknowledgment may constitute plagiarism. Any quotation - even of a phrase - must be placed in quotation marks and the precise source stated in a note or in the text.

Please note that quotations are generally discouraged in scientific writing; source material should be summarized (not simply reworded) in application to your own context, and the source should be appropriately cited. APA is the recommended citations style for this course. Note that a thorough reordering or rearrangement of text does not remove the responsibility to cite the source. If you are struggling with this, please work with me, a science tutor, and/or a writing tutor - this is a skill that must be learned & practiced, and is part of your Core Science & Technology education!

To recap...

- Don't share your work with others or use another's work unless directed to do so.
- Cite ideas that aren't your own.
- Get assistance if you are finding it difficult to resist using quotations.

Policy and Process Regarding Plagiarism (READ THIS!)

1. When you submit written work on Canvas, you'll usually receive a "Turn It In Originality Report". This will highlight sections of your writing that *may* be plagiarized. Look at this report and identify sections which need to be substantially rewritten and/or cited. Refer to the document I'll post as part of our lesson on plagiarism; this document will be posted on Canvas. For specific questions or help, contact the Writing Studio: <https://mcla.mywconline.com/>
2. Edit your paper, and then resubmit it! Settings on Canvas will allow for 2 submissions per student, so you can resubmit an edited (un-plagiarized) version.
3. I will assume that you have availed yourself of this opportunity, so any work submitted by you for grading by me will be graded as such. If small parts of your work constitute a form of plagiarism, a points penalty will be imposed; if large parts are plagiarized, you will receive a 0% on the assignment.
4. A second instance of substantial plagiarism will result in referral to Academic Affairs, potential failure of the course, and potential further disciplinary action by the College.

Media Recording

A college is a community of students and faculty interested in the search for knowledge and understanding. Essential to that search is a commitment to honesty and integrity. A component of this is the distribution of materials and technology used in MCLA courses. Sharing materials (documents, video and audio files, online materials, etc.) without the written consent of the course instructor is a violation of academic honesty. Violations will be reported to the Registrar, and appropriate sanctions will be applied.

Statement on Student Consent for Being Recorded

I understand that my access to video and audio recordings in this class is for my personal educational use only. Class lectures, as presented, are the intellectual property of the instructor; comments made by other persons are their own intellectual property. I agree that I will not share or transfer recordings of such content by any method currently available or any method that may become available in the future. I agree that I will not provide copies of such recordings to others; upload, link, embed, or otherwise post them via file-sharing, social media, or other sites or services; enable anyone to view or hear them who is not currently enrolled in the course; or share them in any other way.

This class may use video or audio recordings of instructor and students, both online and in person, to better support learning in a blended format. Such recordings are for personal educational use only. Recordings which include student names, voices, or likenesses are educational records protected under FERPA, and must be available only to individuals currently enrolled in the class, unless permission is expressly granted otherwise. Recordings of Microsoft Teams video meetings are automatically access-controlled to participants only when posted in Stream. The instructor will always inform you when course activity is being recorded. By accepting this policy, you give your consent to be recorded in this class. You may withdraw your consent to be recorded by informing your instructor in writing.

Additional policies may be found at: mcla.edu/administration/policies-and-procedures

Policies with approval dates and text (focused on curriculum) can be found by clicking on the "Connect" button at the top of the MCLA Portal Page, then "Approved Courses and Policies" at the left of the SharePoint page, then clicking on Undergraduate Policies.

Academic Support

- Peer tutoring at MCLA is delivered in small groups by qualified peer tutors. Since tutoring is often helpful for Anatomy & Physiology, we already have a tutor assigned to our course. Requests for tutors can typically be submitted via Banner during the half of the semester. More information about tutoring and other resources can be found on the academic support page of the Center for Student Success and Engagement (CSSE) website.

- Students with documented disabilities may request academic accommodations through CSSE; more information can be found on the disability resources page of the CSSE website.
- The MCLA Writing Studio has trained writing associates who will collaborate with writers at any stage of the writing process: from understanding assignments and brainstorming ideas to planning, revising and polishing final drafts. **I will strongly encourage you to make use of the writing studio for your literature review.**
- A center of learning and community, Freel Library provides MCLA students, faculty, and staff with collections, resources (including course reserves), services (including live chat with librarians), information, technology, and informal spaces.
- The Computer Help Desk staff are ready to assist students with all aspects of their online life at MCLA, from resources like Banner, Canvas, and ePortfolios to WiFi access to printing to email. You can communicate with help desk staff in person, via telephone, via email, or via TechHelp Chat.