

I. CATALOG DESCRIPTION:

- A. Department Information:
Division: Physical Education, Athletics & Health
Department: N/A
Course ID: HEALTH 101
Course Title: Health Education
Units: 3
Lecture: 3 Hours
Prerequisite: None
- B. Catalog and Schedule Description:
The meaning of health as a fundamental quality of human life with emphasis on the importance of participation in a positive health program for the individual and the community.

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One

III. EXPECTED OUTCOMES FOR STUDENTS:

On successful completion of the course, the student should be able to do the following:

- A. Identify the dimensions of health
- B. Distinguish between the developmental tasks of childhood and early adulthood
- C. Outline a behavioral plan for personal health
- D. Explain Maslow's "Hierarchy of Needs"
- E. List four stress management techniques
- F. Design a well-balanced fitness program for self
- G. Analyze a food label
- H. Calculate recommended daily caloric intake values based on nutritional guidelines
- I. Analyze the food pyramid and explain how it contributes to good nutrition
- J. Discuss the role of caloric balance as it relates to body weight
- K. Interpret the addiction process
- L. List hazards of drugs, alcohol, and tobacco
- M. Distinguish risk factors for cardiovascular and other diseases
- N. Employ self-examination techniques for cancer
- O. Name sexually transmitted diseases and identify means of transmission
- P. Contrast the sexual response patterns for males and females
- Q. Discuss birth control methods
- R. Discuss how lifestyle impacts the environment
- S. Analyze coping methods for dealing with death or loss of relationship

IV. CONTENT:

- A. Introduction of foundations of health
 - 1. Definitions of health
 - 2. Health promotion
 - 3. Wellness
 - 4. Holistic health
 - 5. Behavioral plans
- B. Understanding the role of health: A critical analysis of five dimensions of health
 - 1. Physical
 - 2. Emotional
 - 3. Social/occupational
 - 4. Intellectual
 - 5. Spiritual
- B. Discussion of the developmental tasks
 - 1. Forming an adult identity
 - 2. Establishing independence

3. Assuming responsibility
4. Developing social skills
5. Achieving intimacy
- C. Achieving emotional maturity
 1. Characteristics of a mentally healthy person
 2. Normal ranges of emotions
- D. Maslow's Hierarchy of Needs
- E. Stress
 1. Coping skills
 2. Definition and interpretation of stress and stressors and how they affect daily living
 3. Stress management techniques
- F. Physical fitness
 1. Discussion of the five components of fitness and effects on well-being
 2. Development of a fitness plan
- G. Nutrition
 1. Food pyramid
 2. Food labels
 3. Diet and weight loss
 4. Tracking
- H. Healthy weight
 1. Sensible eating and regular exercise as key components in weight control
 2. Caloric balance
 3. Eating disorders
- I. Substance Use and Abuse
 1. Psychoactive drugs
 - a. Classifications
 - b. Effects
 - c. Addiction process
 2. Alcohol: why people choose to drink and patterns of alcohol use among Americans
 3. Tobacco use: short and long term effects of tobacco use and tobacco industry liability
- J. Cardiovascular disease
 1. Causes and the consequences
 2. Treatments
 3. Risk factors
 4. Risk reduction
- K. Cancer and chronic conditions
 1. Cancer
 2. Diabetes
 3. Multiple Sclerosis
 4. Etiologies
 5. Signs and symptoms
 6. Risk factors
 7. Means of diagnosis
 8. Treatments
 9. Prognoses
 10. Self-examination
- L. Infectious diseases
- M. Sexually transmitted diseases
 1. Mode of transmission and prevention
 2. Epidemic of STD
 3. Comparison of various other non-conventional solutions
- N. Sexuality
 1. Human development
 2. Reproductive systems
 3. Masculinity and femininity
 4. Dating

5. Mate selection
6. Sexual response pattern
- O. Fertility management
 1. Birth control methods
 2. Factors to consider before entering parenthood
 3. Forms of fertility treatments.
- P. The maturing adult
 1. Developmental tasks relevant to the elderly period of life
 2. Death and dying
 3. Physiological and psychological processes
- Q. Spirituality
 1. Inner peace and harmony
 2. Emotional fulfillment

V. METHODS OF INSTRUCTION:

- A. Lecture
- B. Discussion
- C. Multi-media
- D. Guest speakers

VI. TYPICAL ASSIGNMENTS:

- A. Read text and other sources: Read the chapter on sexually transmitted diseases then discuss prevention and transmission
- B. Class and group discussions:
 1. Class Discussion: What are the differences between viral and bacterial STDs?
 2. Group Discussions: Meet in groups of five to seven members and generate a list of ideas on what influences choice of a particular spirituality (for example: parents, friends, or culture). Discuss which group members were influenced by them and how. Refer to people from other countries that come to the United States (for example: *immigrants*).
- C. Critical evaluation of books or videotapes
 1. Book review: Select a book from approved list. After reading the book, prepare a report that includes:
 - a. Overview
 - b. Description of three issues addressed by author
 - c. Description of the recommended methods of addressing issues as explained in the book
 - d. Relevant application of the reading to your own life. Give specific examples of how you can apply new knowledge.
 2. Video/film reviews: Select a video from approved list. Read the chapters in the text pertaining to the video or movie. After watching the video and reading the chapters, answer the questions asked in a two to three page response. Do not simply summarize the movie. Explain how you see the information discussed in your textbook enacted in the movie. Be specific in answering the questions and include examples to support your answers.
Example: Sample video and questions: "Live or Die" 1) How does Joe's intellectual training influence his decision-making? 2) Compare and contrast Joe's life as it relates to five dimensions of health.
- D. Oral and written group projects and presentations: Specific health topic (three to five group members)
Select a health topic of interest. Present all relevant points of view on the topic of discussion, not a unified point of view. The main purpose is to inform the audience of the various points of view and issues related to the topic chosen. The group presentation is to be between 15 to 20 minutes for speeches (five minutes per speaker), and all group members must make a formal presentation of approximately equal length. Each speaker submits a complete-sentence outline of his or her presentation to the instructor.

San Bernardino Valley College
Curriculum Approved: September 15, 2003
Last Updated: September 2003

- E. Individual Projects:
 - 1. Design a fitness program for self
 - 2. Complete a food log

VII. EVALUATION(S):

- A. Methods of Evaluation: Examinations, quizzes, project
- B. Frequency of Evaluation: Minimum of five (5) examinations
- C. Typical exam questions:
 - 1. Complete proteins are not found in which of the following foods:
 - a) Meat
 - b) Eggs
 - c) Milk products
 - d) Vegetables
 - 2. Antibiotics can promote development of drug-resistant bacteria if you:
 - a) Stop short of full treatment
 - b) Take an excessively long treatment
 - c) Take the prescribed treatment
 - d) Either a or b

VIII. TYPICAL TEXT(S):

Alters, Schiff, Essential Concepts for Healthy Living. Pacific Grove, California: Jones & Bartlett, 2002.

Hahn, Payne, Focus on Health, 6th or latest Edition. San Francisco, California: McGraw-Hill, 2003.

Levy, Dignan, Shirreffs, Life and Health: Targeting Wellness. San Francisco, California: McGraw-Hill, 1992.

Supplemental Reading

Nevid, Jeffrey, Students Guide to Aids and Other Sexually Transmitted Diseases. Pearson, 1994.
Selected Articles from Annual Editions: Health. Duskin/McGraw-Hill.

IX. OTHER SUPPLIES REQUIRED OF STUDENTS: None