



**CREDIT COURSE OUTLINE**

**I. COVER PAGE**

|            |                                |       |
|------------|--------------------------------|-------|
| (1) HLTH 1 | (2) CONTEMPORARY HEALTH ISSUES | (3) 3 |
| Number     | Title                          | Units |

|   |  |  |   |
|---|--|--|---|
| (4) Lecture / Lab Hours:                        | (8) Classification:                                    |  |   |
| Total Course Hours                              |  |  |   |
| Total Lec hours: 3.00                           |  | Degree applicable: X                               |   |
| Total Lab hours: 0                              |  | Non-degree applicable:                             |   |
| Total Contact hours: 54.00                      |  | Basic skills:                                      |   |
| Lec will generate 0 hour(s) outside work.       | (9)RC  | Fulfills AS/AA degree requirement: (area)          |   |
| Lab will generate 0 hour(s) outside work.       |  | Awareness of lifetime physical and mental wellness |   |
| (5) Grading Basis: Grading Scale Only           |  | General education category:                        |   |
| Pass/No Pass option X                           |  | Major:   |   |
| Pass/No Pass only                               |  | Certificate of:                                    |   |
| (6) Advisories:                                 |  | Certificate in:                                    |   |
| Eligibility for English 125 and                 | (10)CSU  | Baccalaureate: X                                   |   |
| Eligibility for English 126                     | (11)Repeatable: (A course may be repeated three times) |  | 0 |
| (7) Pre-requisites(requires C grade or better): |  |  |   |
| Corequisites:                                   |  |  |   |

(12) Catalog Description:  
 This course is designed to introduce the student to a comprehensive study of personal and community health. This course will also introduce the student to health issues at the local, state, and national levels.

**II. COURSE OUTCOMES:**

*(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)*

Upon completion of this course, students will be able to:

- I. Assess and analyze one's own personal wellness to be able to integrate positive health changes in lifestyle
- II. Apply nutritional knowledge to one's own dietary intake and weight management
- III. Draw conclusions about addictions with regards to drugs ,alcohol ,tobacco and their influence on wellness and behavior
- IV. Know the relationship between lifestyle, aging and overall wellness
- V. Relate how various health issues affect individuals as well as society
- VI. Compare and contrast health issues and problems that exist at the local level with ones that exist at the state and national levels

**III. COURSE OBJECTIVES:**

*(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)*

In the process of completing this course, students will:

- I. Define health and discuss how it affects quality of life
- II. Recognize and evaluate signs and symptoms of stress and disease
- III. Describe drug use, abuse, and its effects
- IV. Discuss alcohol use and abuse and examine effects on society
- V. Identify the reproductive systems and various birth control methods
- VI. Identify and recognize signs and symptoms of diseases
- VII. Define fitness and be able to critique one's exercise level
- VIII. Examine weight control issues and its overall effect on society
- IX. Define nutrition and the various nutrients that relate to a healthy diet
- X. Understand the various dimensions of the aging process
- XI. Analyze the use of tobacco and its effect on the user, non user, and society

**IV. COURSE OUTLINE:**

## **Lecture Content:**

### Unit 1: Wellness

- A. Definition of Health
- B. Choosing Wellness
- C. How to Achieve Wellness
- D. Healthy for Life
- E. Behavior Management Programs
- F. Seeking Outside Help/Assistance
- G. Environmental Factors
- H. Health and Wellness in the Future
- I. Health/Wellness: Global Issues

### Unit 2: Mental Health and Stress

- A. Mental Health
  - 1. Definition of Mental Health
  - 2. Components of Good Mental Health
  - 3. Determinants of Personality
  - 4. Environmental Factors
  - 5. Socialization of Children
  - 6. Development of Self-esteem
  - 7. Defense Mechanisms
  - 8. Phobias
  - 9. Neuroses
  - 10. Treatment of Mental Disorders
- B. Stress
  - 1. Definition of Stress
  - 2. Types of Stress
  - 3. "Fight or Flight Syndrome"
  - 4. Stress Personalities
  - 5. Effects of Stress on the Body
  - 6. Stress and Suicide
  - 7. Methods of Coping with Stress

### Unit 3: Reproduction and Birth Control

- A. Male Reproductive System
- B. Female Reproductive System
- C. Hormones
- D. Sex Determination
- E. Development of Twins
- F. Stages of a Pregnancy
- G. Stages of Labor During Birth
- H. Birth Control Methods and Devices

### Unit 4: Drug Use and Abuse

- A. Definition of a Drug
- B. Psychoactive Drugs
- C. Prescription Drugs
- D. Synthetic Drugs
- E. Steroid Use and Abuse
- F. Stages of Use and Abuse
- G. Why People Use Drugs
- H. Drug Rehabilitation Programs

### Unit 5: Alcohol Use and Abuse

- A. Statistics of Alcohol Use
- B. Statistics on Alcoholism
- C. Alcohol Content of Alcoholic Beverages
- D. Factors in Alcohol Affecting a Person
- E. Alcohol's Effect on Society
- F. Stages of Alcoholism
- G. Effects of Alcohol on a Person's Health
- H. Fetal Alcohol Syndrome
- I. Treatment and Rehabilitation Programs for Alcoholism and Families of Alcoholics

### Unit 6: Tobacco Use

- A. Why People Use Tobacco
- B. Nicotine Addiction

- C. Who Uses Tobacco
- D. Health Hazards—Short-term and Long-term Effects
- E. Effects of Smoke on the Nonsmoker
- F. Programs Designed to Assist People to Stop Smoking
- G. Benefits of Quitting the Smoking Habit

#### Unit 7: Nutrition

- A. Definition of Nutrition
- B. Definition of Nutrients
- C. Proteins
- D. Carbohydrates
- E. Fats
- F. Minerals
- G. Vitamins
- H. Water
- I. RDA
- J. Calories
- K. Four Basic Food Groups
- L. Food Additives

#### Unit 8: Fitness

- A. Components of Fitness
- B. Sample Workout Programs
- C. "Total" Fitness Program
- D. Tips for Fitness Programs
- E. Aerobic and Anaerobic Exercises
- F. Blood Pressure
- G. Benefits of Exercise
- H. "Good" Fitness Programs vs. Fitness Fads
- I. Fitness Equipment

#### Unit 9: Weight Control

- A. Business of Weight Control
- B. Overweight Definition
- C. Obese Definition
- D. Weight Determinants
- E. Metabolism
- F. Factors Contributing to Weight
- G. Cholesterol
- H. Circulation System
- I. Weight Change Programs
- J. Fad Diets
- K. Anorexia Nervosa
- L. Bulimia

#### Unit 10: Diseases:

- A. Parasites
- B. Pathogens
- C. Contagious Diseases
- D. Infectious Diseases
- E. Viral Diseases
- F. Bacterial Diseases
- G. Body's Immune System
- H. Vaccines
- I. Antibodies
- J. Immunity
- K. Diseases of Infants and Young Children
- L. Hepatitis
- M. Herpes
- N. Sexually Transmitted Diseases
- O. AIDS
- P. Lyme Disease
- Q. Diabetes
- R. Multiple Sclerosis
- S. Cerebral Palsy
- T. Food Poisoning/Botulism

#### Unit 11: Aging

- A. Social Changes and Aging

- B. Emotional Changes and Aging
- C. Mental Changes and Aging
- D. Life Expectancy
- E. Life in an Aging America
- F. Planning for Death
- G. Dealing with Death

**V. APPROPRIATE READINGS**

**Reading assignments may include but are not limited to the following:**

I. Sample Text Title:  
and/or

1. Recommended - Insel, Roth *Connect - Core Concepts in Health*, New York, NY: McGraw-Hill, 2009,
2. Recommended - Insel , Roth *Core Concepts in Health* , ed. 11th McGraw - Hill , New York, NY , 2008,

II. Other Readings

- Global or international materials or concepts are appropriately included in this course  
 Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

The tendency is to concentrate on health issues that affect us at the local, state, and national levels. It is critical to study world wide issues and how they affect society on a global level.

**VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:**

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

|                           |  |   |                                   |
|---------------------------|--|---|-----------------------------------|
| <b>A. Writing</b>         |  |   |                                   |
| Check either 1 or 2 below |  |   |                                   |
| X                         | 1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.                                |   |                                   |
|                           | 2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C. |   |                                   |
|                           | a) essay exam(s)   | X | d) written homework               |
| X                         | b) term or other paper(s)  |   | e) reading reports                |
|                           | c) laboratory report(s)  | X | f) other (specify)<br>short paper |

**Required assignments may include but are not limited to the following:**

- short answer exam questions
- worksheets that require writing skills
- opinion/reflection paper written on a current health issue or topic
- written review paper on health related video or movie
- analysis paper on individual diet
- research paper on family health background

|   |                      |  |                       |
|---|----------------------|--|-----------------------|
| <b>B. Problem Solving</b>   |                      |  |                       |
| Computational or non-computational problem-solving demonstrations, including: |                      |  |                       |
|   | a) exam(s)           |  | d) laboratory reports |
|   | b) quizzes           |  | e) field work         |
|   | c) homework problems |  | f) other (specify):   |

**Required assignments may include but are not limited to the following:**

|  |                         |  |                         |
|--|-------------------------|--|-------------------------|
| <b>C. Skill demonstrations, including:</b> |                         |  |                         |
|  | a) class performance(s) |  | c) performance exams(s) |
|  | b) field work           |  | d) other (specify)      |

**Required assignments may include but are not limited to the following:**

|   |  |  |  |
|---|--|--|--|
| <b>D. Objective examinations including:</b> |  |  |  |
|---|--|--|--|

|   |                    |   |                     |
|---|--------------------|---|---------------------|
| X | a) multiple choice | X | d) completion       |
| X | b) true/false      |   | e) other (specify): |
| X | c) matching items  |   |                     |

**COURSE GRADE DETERMINATION:**

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

**VII. EDUCATIONAL MATERIALS**

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

| Validation Language Level (check where applicable): | College-Level Criteria Met |               |
|---|----------------------------|---------------|
|   | YES                        | NO            |
| Textbook  | <u>  X  </u>               | <u>      </u> |
| Reference materials                                 | <u>  X  </u>               | <u>      </u> |
| Instructor-prepared materials                       | <u>  X  </u>               | <u>      </u> |
| Audio-visual materials                              | <u>  X  </u>               | <u>      </u> |

Indicate Method of evaluation:

- Used readability formulae (grade level 10 or higher)
- Text is used in a college-level course   X
- Used grading provided by publisher
- Other: (please explain; relate to Skills Levels)

|  |               |               |
|--|---------------|---------------|
| <i>Computation Level</i> (Eligible for MATH 101 level or higher where applicable)                      | <u>      </u> | <u>  X  </u>  |
| Content  |               |               |
| Breadth of ideas covered clearly meets college-level learning objectives of this course                | <u>  X  </u>  | <u>      </u> |
| Presentation of content and/or exercises/projects:   |               |               |
| Requires a variety of problem-solving strategies including inductive and deductive reasoning.          | <u>  X  </u>  | <u>      </u> |
| Requires independent thought and study   | <u>  X  </u>  | <u>      </u> |
| Applies transferring knowledge and skills appropriately and efficiently to new situations or problems. | <u>  X  </u>  | <u>      </u> |

List of Reading/Educational Materials

Recommended - Insel, Roth *Connect - Core Concepts in Health*, New York, NY: McGraw-Hill, 2009,  
 Recommended - Insel, Roth *Core Concepts in Health*, ed. 11th McGraw - Hill, New York, NY, 2008,  
 Insel, Roth, (2004) *Core Concepts in Health* New York, NY McGraw-Hill

Comments:

Connect is an electronic version of the textbook. It works well with our hybrid HE 1 classes

- X   This course requires special or additional library materials (list attached).  
 Insel, Roth, (2004) *Core Concepts in Health* New York, NY McGraw-Hill
- X   This course requires special facilities:  
 Must have facilities that lend to LGI instruction with up-to-date technology available.

Attached Files:

| <b>BASIC SKILLS ADVISORIES PAGE</b> The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least <u>three</u> major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.  |  |
|--|--|
| (eligibility for English 126)<br>(as outcomes for English 262)<br><br><u>  X  </u> Using phonetic, structural, contextual, and dictionary skills to attack and understand words.<br><u>  X  </u> Applying word analysis skills to reading in context.<br><u>  X  </u> Using adequate basic functional vocabulary skills.<br><u>  X  </u> Using textbook study skills and outlining skills.<br><u>      </u> Using a full range of literal comprehension skills and | 1. Students must be able to read and comprehend a college-level textbook relating to the lecture and class discussion.<br><br>2. Students must be able to read and comprehend test questions using basic related terminology.<br><br>3. Students must be able to understand basic terminology associated with health and have the basic skills to outline the information presented to them. |

|   |   |
|---|---|
| <p>basic analytical skills such as predicting, inferring, concluding, and evaluating.</p>   |   |
| <p>(eligibility for English 125)<br/>(as outcomes for English 252)</p> <p><input checked="" type="checkbox"/> Writing complete English sentences and avoiding errors most of the time.</p> <p><input checked="" type="checkbox"/> Using the conventions of English writing: capitalization, punctuation, spelling, etc.</p> <p><input checked="" type="checkbox"/> Using verbs correctly in present, past, future, and present perfect tenses, and using the correct forms of common irregular verbs.</p> <p><input type="checkbox"/> Expanding and developing basic sentence structure with appropriate modification.</p> <p><input type="checkbox"/> Combining sentences using coordination, subordination, and phrases.</p> <p><input type="checkbox"/> Expressing the writer's ideas in short personal papers utilizing the writing process in their development.</p> | <ol style="list-style-type: none"> <li>1. Students will write short answers on quizzes.</li> <li>2. Students will be able to write and complete short answers on examinations.</li> <li>3. In writing short answers on quizzes and tests, students must be able to organize concepts coherently and present ideas in a logical and methodical fashion.</li> </ol> |
| <p><u>Check the appropriate spaces.</u></p> <p><input type="checkbox"/> Eligibility for Math 101 is advisory for the target course.</p> <p><input checked="" type="checkbox"/> Eligibility for English 126 is advisory for the target course.</p> <p><input checked="" type="checkbox"/> Eligibility for English 125 is advisory for the target course.</p> <p><i><u>If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.</u></i></p>  |   |
| <p><b>REQUISITES</b></p> <p>No requisites</p>   |   |