

PUBH A100: PERSONAL HEALTH

Item	Value
Curriculum Committee Approval Date	03/14/2018
Top Code	083700 - Health Education
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Grading Policy	Standard Letter (S), • Pass/No Pass (B)
Associate Arts Local General Education (GE)	• OC Life Skills - Theory - AA (OE1)
California State University General Education Breadth (CSU GE-Breadth)	• CSU E1 Lifelong Understanding (E1)

Course Description

This course focuses on the exploration of major health issues and behaviors in the various dimensions of health. Emphasis is on positive health behaviors and personal responsibility. Topics include mental health, stress, drugs, alcohol, smoking, exercise, nutrition, weight control, chronic and infectious diseases, sexuality, consumer health, violence, aging and environmental health. Enrollment Limitation: HLED A100; students who complete PUBH A100 may not enroll in or receive credit for HLED A100. ADVISORY: Eligibility for ENGL C1000. Transfer Credit: CSU; UC. C-ID: PHS 100. C-ID: PHS 100.

Course Level Student Learning Outcome(s)

1. Develop a personal concept of health incorporating mental, physical, social, intellectual, occupational and spiritual aspects.
2. Evaluate their personal level of health in the different dimensions of health and identify how behaviors affect their health.
3. Utilize health information resources from a variety of sources, such as print, media and electronic, and discern credibility.
4. Design a strategy for making a behavior change that improves lifelong wellness and practice implementation of the new behavior.

Course Objectives

- 1. Explain how health/wellness is dynamic and multifaceted in nature.
- 2. Evaluate levels of wellness in the area of mental, emotional, physical, social, spiritual, intellectual, and environmental health.
- 3. Distinguish the difference between personal health and public health.
- 4. Utilize health information from a variety of resources, both print and electronic.
- 5. Identify behaviors that positively affect health and wellness.

- 6. Design strategies for changing behaviors that negatively affect their health and wellness.
- 7. Identify daily stressors and design strategies for reducing the effects of stressors.
- 8. Explain the importance of having support systems and how we develop and maintain these relationships.
- 9. Describe the role of substance use and abuse in our society and its impact on the individual, the community, the economy and the social structure.
- 10. Evaluate their physical fitness levels, including the identification of fitness principles and exercise program components to improve cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition and understand the relationship between physical activity and chronic disease.
- 11. Identify the components of a balanced diet, including application of dietary recommendations to diet planning throughout the lifecycle and in the promotion of fitness/physical activity, weight management, and disease prevention.
- 12. Develop an understanding of the risk factors of cardiovascular disease, cancer, and other selected diseases and distinguish which are controllable.
- 13. Analyze personal and family health as it relates to human sexuality, relationships, sexual orientation, and parenthood; compare safe sexual behavior and the ramifications and possible outcomes of irresponsible sexual behavior.
- 14. Analyze the health care delivery system, including inequities and discrepancies; investigate treatment options from a variety of sources to make an informed choice in the area of health care.
- 15. Recognize the stimulus leading to violence and be able to minimize its occurrence.
- 16. Understand the impact of the environment on human health, including the inter-relationship between human beings and their environment.
- 17. Examine the physiological, emotional, psychological and sexual aspects of aging.
- 18. Identify and discuss specific preventative measures to reduce the risk of various diseases and infections, unintended pregnancies, violence, and addiction.
- 19. Identify common practices and attitudes that contribute to accidents on a personal and community level and strategies that would reduce their occurrence
- 20. Communicate orally and in writing in the scientific language of the discipline.

Lecture Content

Introduction to health education Six dimensions of health Developmental tasks Distinction between personal and public health Critical evaluation of health information Mental health Emotional health Challenges to emotional health Mental health disorders Spiritual health Stress Physiological response to stressors Identifying stressors Managing stress Drugs of Abuse Addiction processes Classification of drugs Alcohol Mechanism of intoxication College drinking behaviors Problem Drinking Strategies to reduce risk Tobacco Components of cigarette smoke Nicotine Smoking cessation Fitness Components of physical fitness Exercise program design Nutrition Nutrients USDA food pyramid Weight control Obesity theories Obesity and disease Cardiovascular disease Heart function Risk factors Risk factor reduction Treatment

Cancer Mechanisms, types, and risk factors Treatment Sexual health
 Biological and physiological bases of human sexuality Reproductive
 system Reproduction and contraception Protecting your safety Violence
 and prevention Identity protection Bullying Environmental Health
 Relationship between humans and their environment Clean Air Safe Food
 Clean Water Hazardous Exposures Consumer health Sources of health
 information Health care providers Drug information/prescription and
 over-the-counter Aging and the later year

Method(s) of Instruction

- Lecture (02)
- DE Live Online Lecture (02S)
- DE Online Lecture (02X)

Instructional Techniques

Lecture, discussion, media, computer demonstration, Internet exploration

Reading Assignments

Students will spend 3-4 hours a week reading assigned chapters from the textbook and researching health topics online using credible websites such as those maintained by the Center for Disease Control and Prevention (CDC), American Heart Association (AHA), American Public Health Association (APHA), etc.

Writing Assignments

Students are required to complete a weekly written assignment, including a behavior change plan and journal that includes barriers and strategies. They are also required to complete a critical review of health information assignment and other written assignments.

Out-of-class Assignments

Students will spend approximately 2 - 3 hours a week working on various web site searches, fitness profile, nutritional assessment, heart risk assessment, cancer risk assessment, health goal, over-the-counter label study, insurance project, topical behavior change action plans and critical review of health information project.

Demonstration of Critical Thinking

Objective written exams, skill demonstration, class projects, problem solving exercises, Internet assignments, and attendance

Required Writing, Problem Solving, Skills Demonstration

Class or online discussions provide opportunities for students to collaborate in problem solving and skill demonstration. Students are required to complete behavior change plans that require them to take topics from weekly content and develop d actions plans that will positively affect their lifestyle choices. They are also required to identify barriers to the actions plan steps along with strategies to overcome the barriers.

Eligible Disciplines

Health: Masters degree in health science, health education, biology, nursing, physical education, kinesiology, exercise science, dietetics, or nutrition OR bachelors degree in any of the above AND masters degree in public health, or any biological science OR the equivalent. Masters degree required.

Textbooks Resources

1. Required Donatelle, R. . Health: The Basics, 13 ed. Pearson, 2018

Other Resources

1. Instructor handouts as needed.