



## Basic Course Information

Semester:	<b>Winter 2024</b>	Instructor Name:	<b>Hector Vildosola</b>
Course Title & #:	<b>HE 102 Health education</b>	Email:	<b>Hector.vildosola@imperial.edu</b>
CRN #:	<b>15051</b>	Webpage (optional):	
Classroom:	<b>1603</b>	Office #:	<b>Zoom ID:2821535385</b>
Class Dates:	<b>2 Jan – 2 Feb</b>	Office Hours:	<b>By appointment</b>
Class Days:	<b>Monday – Friday</b>	Office Phone #:	
Class Times:	<b>12:30 – 2:40 pm</b>	Emergency Contact:	
Units:	3.00	Class Format:	Face to Face

## Course Description

This course studies aspects of physical, intellectual, social, emotional, spiritual and environmental health. Emphasis is placed on the development of attitudes and practices of a preventive lifestyle for healthy living and optimal wellness. Specific instructional areas include chronic diseases, physical activity, nutrition, weight management, birth control methods, human sexuality, alcohol, tobacco, illicit drug abuse, stress, and factors that contribute to wellness and longevity. Experience in personal health assessment and the changing of health behaviors is also stressed. This course satisfies the State of California Health Education requirement for a teaching credential. (C-ID PHS 100) (CSU/UC)

## Course Prerequisite(s) and/or Corequisite(s)

*No requirements*

## Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Engage in a personal cardiovascular program. (ILO3)
2. Identify basic health terms. (ILO2)
3. Increase knowledge of how to properly execute a successful healthy behavior change. (ILO2, ILO3, ILO4)

## Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Describe the six dimensions of wellness (physical, emotional intellectual, social, spiritual, and environmental) and their interrelationship.
2. Distinguish the difference between personal health and public health.



3. Apply the dietary recommendations to diet planning throughout the lifecycle and in the promotion of fitness/physical activity, weight management, and disease prevention.
4. Identify fitness principles and exercise program components to improve cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition.
5. Describe the role of stress and mental health in health promotion and disease prevention.
6. Recognize the stimulus leading to violence and be able to minimize its occurrence.
7. 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.
8. Analyze personal and family health as it relates to human sexuality, relationships, sexual orientation, and parenthood.
9. Identify and discuss specific preventative measures to reduce the risk of various diseases and infections, unintended pregnancies, violence, and addiction.
10. Examine the physiological, emotional, psychological and sexual aspects of aging.
11. Describe the inter-relationship between human beings and their environment.
12. Identify common practices and attitudes that contribute to accidents on a personal and community level and strategies that would reduce their occurrence.
13. Analyze the health care delivery system, including inequities and discrepancies
14. Interpret and evaluate health and medical information from general and subject specific library and web sources.
15. Communicate orally and in writing in the scientific language of the discipline.
16. Analyze his/her lifestyle from a wellness perspective. In response, areas of personal behavior change will be identified and ideally, health-enhancing behaviors adopted.

## Textbooks & Other Resources or Links

Donatelle, Rebecca 2019. *Health: The Basics* 15<sup>th</sup> edition - Green ed.. San Francisco, CA. Pearson Ed. Inc. ISBN: 9780321626400.

## Course Requirements and Instructional Methods

**Instructional methods include the following; Demonstration, Discussion, Group Activity, Individual Assistance, Lab Activity, Lecture, Audio Visual, Computer Assisted Instruction, and Distance Learning.** Regular and Effective Contact Policy for Distance Education Background In hybrid or fully online courses, ensuring regular effective contact guarantees that the student receives the benefit of the instructor's presence in the learning environment both as a provider of instructional information and as a facilitator of student learning. In a face-to-face course, the instructor is present at each class meeting and interacts via all class announcements, lectures, activities and discussions that take a variety of forms. For example, discussions can be held as part of a lecture format, group work scenarios, or content review sessions. The instructor also serves as a content advisor when he or she answers questions both as they come up in class and as they arise in individual situations. These types of questions are dealt with via the telephone, email, or face-to-face office visits. Title 5 regulations do not make a distinction between regular and distance education courses beyond the need to have a separate curriculum approval process and the need to ensure regular effective contact. Therefore, it is assumed that those qualities of regular effective contact described above for the face-to-face environment should also be applied to the distance education situation. The distance education guidelines require colleges to develop a policy regarding regular effective contact that addresses "the type and frequency of 3

interaction appropriate to each distance education course/section or session.” Imperial Valley College Policy All distance education courses at Imperial Valley College, whether hybrid or fully online, will include regular effective contact as described below:

1. Initiated interaction and frequency of contact. Instructors will regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Distance education courses are considered the “virtual equivalent” of face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. At the very least, the number of instructor contact hours per week that would be available for face-to-face students, will also be available, in asynchronous and/or synchronous mode, with students in the distance education format. Contact shall be distributed in a manner that will ensure that regular contact is maintained, given the nature of asynchronous instructional methodologies, over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday, is desirable but may vary based on course requirements and extenuating circumstances. It must be clear whether or not the instructor will be available after hours or on weekends and holidays.

2. Establishing expectations and managing unexpected instructor absence. An instructor and/or department-established policy describing the frequency and timeliness of instructor initiated contact and instructor feedback, will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester. If the instructor must be out of contact briefly for an unexpected reason (such as illness or a family emergency that takes the instructor offline), notification to students will be made in the announcements area of the course that includes when the students can expect regular effective contact to resume. If the offline time results in a lengthy absence (a week or more), a substitute instructor should be sought Distance Education Committee – 04/09/14 2 who can assist students while the instructor is unavailable. If, for whatever reason, a faculty member is unable to comply with the regular, timely, and effective contact guidelines set forth, students must be informed via email or high priority announcement as to when they can expect regular, timely, and effective contact to resume.

3. Type of Contact Regarding the type of contact that will exist in all Imperial Valley College distance learning courses, instructors will use the following resources to maintain contact with students:

- a. Orientation material;
  - b. Weekly announcements in the course management system;
  - c. Threaded discussion boards within the course management system with appropriate instructor participation (“Questions for the Instructor” forums are good, but should be used in conjunction with other forums);
  - d. Email contact within or outside Blackboard (response to student emails recommended within 24-48 hours); and
  - e. Timely feedback for student work (recommended within 7-10 days). In addition to items a through e above, it is recommended that instructors use at least two or more of the following resources to maintain additional contact with students:
    - f. Participation in online group collaboration projects
    - g. Face-to-face informal meetings (e.g. review sessions)
    - h. Face-to-face formal meetings (e.g. regular, scheduled class sessions)
    - i. Regular podcasts
    - j. Virtual Office hours via the chat function in the course management system or other synchronous systems such as CCC Confer.
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Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

**What if I need to borrow technology or access to WIFI?**

1. To request a loaner laptop, MYFI device, or other electronic device, please submit your request here: <https://imperial.edu/students/student-equity-and-achievement/>

2. If you'd like access the WIFI at the IVC campus, you can park in parking lots "I & J". Students must log into the IVC student WIFI by using their IVC email and password. The parking lots will be open Monday through Friday from 8:00 a.m. to 7:00 p.m.

Guidelines for using parking WIFI:

- Park in every other space (empty space BETWEEN vehicles)
- Must have facemask available
- For best reception park near buildings
- Only park at marked student spaces
- Only owners of a valid disabled placard may use disabled parking spaces
- Only members of the same household in each vehicle
- Occupants **MUST** remain in vehicles
- Restrooms and other on-campus services not available
- College campus safety will monitor the parking lot
- Student code of conduct and all other parking guidelines are in effect
- Please do not leave any trash behind
- No parking permit required**

If you have any questions about using parking WIFI, please call Student Affairs at 760- 355-6455

**Course Grading Based on Course Objectives**

*Letter grade based on course participation which include the following Class Activities:*

- Exam(s)
- Discussions
- Oral Assignments
- Quizzes
- Written Assignments
- Essay
- Problem Solving Exercise

**Course Policies**

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For

online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.

- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

### Classroom etiquette

☒ Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.

☒ Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.

☒ Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).

☒ Children in the classroom: Due to college rules and state laws, only students enrolled in the class may attend; children are not allowed.

### Academic Honesty

☒ What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.

☒ Students are to comply with the following rules of netiquette:

- (1) identify yourself,
- (2) include a subject line,
- (3) avoid sarcasm,
- (4) respect others' opinions and privacy,
- (5) acknowledge and return messages promptly,
- (6) copy with caution,
- (7) do not spam or junk mail, (
- 8) be concise,
- (9) use appropriate language,
- (10) use appropriate emoticons (emotional icons) to help convey meaning, and
- (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

### Face to face course

This is a face to face and students are required to attend the regular schedule hours failure to do so will affect their grade. Students who miss more than 20% of the courses planned classes before the drop deadline will be dropped from the course receiving a W on their grade.

## Other Course Information



## IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

## Anticipated Class Schedule/Calendar

# Topics Covered

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1	Module 0: Orientation Module 1: Accessing your health	Quiz Discussion Problem solving
Week 2	Module 2: Promoting and preserving your psychological health Module 3: Managing stress and coping with life's challenges Module 4: Improving your sleep	Quiz Discussion Problem solving Group activities
Week 3	Module 5: Preventing violence and injury Module 6: Connecting and communicating in the modern world Module 7: Considering your reproductive choices	Quiz Discussion Problem solving Group activities
Week 4	Module 8: Recognizing and avoiding addiction and drug abuse Module 9: Drinking alcohol responsibly and ending tobacco use Module 10: Nutrition: eating for a healthier you	Quiz Discussion Problem solving Group activities
Week 5	Module 11: Reaching and maintaining a healthy weight Module 12 Improving your personal fitness Module 13 Environment Final	Quiz Discussion Problem solving Group activities

\*\*\*Subject to change without prior notice\*\*\*



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