

### Basic Course Information

Semester	<b>Fall 2013</b>	Instructor	<b>Barbara Deol</b>
Course Title & #	<b>Health Education</b>	Email	<b>Barbara.deol@imperial.edu</b>
CRN #	<b>20330</b>	Website	<b>none</b>
Room	<b>2131</b>	Office	<b>No office</b>
Class Dates	<b>January 27- May 16, 2014</b>	Office Hours	<b>None</b>
Class Days	<b>Monday Nights</b>	Phone #	<b>760-455-9877 personal Cell</b>
Class Times	<b>18:30-21:40</b>	Contact for absence or emergency	<b>760-455-9877</b>

### 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. (CSU, UC)

### 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. Identify correct cardiovascular principles and design a cardiovascular program. (ILO2)
2. Engage in a personal cardiovascular program. (ILO3)
3. Identify basic health terms. (ILO2)

### Course Objectives

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

1. Develop general knowledge of mental illness and personality development.
2. Describe the importance of nutrition, and the benefits of a fitness program.
3. Recognize the harmful effects of alcohol, drugs and tobacco.
4. Demonstrate knowledge about cardiovascular disease.
5. Demonstrate knowledge about cancer and other major diseases.
6. Recognize symptoms and treatments of a variety of infectious diseases.
7. Demonstrate an understanding about human sexuality including intimate relationships

### Textbooks & Other Resources or Links

Donatelle, Rebecca (2011). *Health: The Basics* (9th - Green ed./e). San Francisco, CA Pearson Ed. Inc.. ISBN: 9780321626400

### Course Grading Based on Course Objectives

The course grade is based on total points accumulated during the semester. There is a maximum of 500 points. Failing to turn in regular assignments on the due date will result in points being subtracted.

Final Grades are calculated as follows:

Percentage	Grade
90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	F

Points	Grade
450-500	A
400-449	B
350-399	C
300-349	D
0-299	F

Grading Rubric for Typed Reports: The following rubric or expected standard will be used when assigning points on your Cumulative 5-Part Health and Fitness Improvement Plan. Please review carefully.

Grade	Rubric or Standard Expected
<b>A</b>	Focused and clearly organized. Contains advanced critical thinking and analysis. Convincing evidence is provided to support conclusions. Clearly meets or exceeds assignment requirements.
<b>B</b>	Generally focused with some development of ideas, but may be simplistic or repetitive. Evidence is provided to support conclusions. Occasional grammatical errors. Meets assignment requirements, but does not exceed.
<b>C</b>	Unfocused, underdeveloped, or rambling, but has some coherence. Minimal evidence is provided to support conclusions. Several grammatical errors. Meets minimum assignment requirements.
<b>D</b>	Unfocused, underdeveloped, and/or rambling. Limited evidence is used to support conclusions. Serious grammatical errors that impede overall understanding. Does not address the assignment requirements
<b>F</b>	Unfocused, underdeveloped, and/or rambling. Incomplete or too brief. No evidence is used to support conclusions. Serious grammatical errors that block overall understanding. Does not meet assignment requirements. Minimal to no student effort.

Late Assignments will be accepted until the graded assignment is returned to the class, but assessed a penalty of 5 points per calendar day it is late.

### Course Assignments and Instructional Methods

Assignments are designed to elicit your demonstration of critical thinking, understanding and application of the course concepts, and your proficiency in the subject matter.

Required Activity	Points of Each	Total Points
Quizzes 1-4	50	200
Assignments 1-5	20	100
Midterm	100	100
Final	100	100
<b>Totals</b>		<b>500</b>

Teaching Methods: During this class you will have opportunity to participate in a variety of teaching methods. Methods will consist of lectures, including material not covered in your readings, class and group discussions requiring your active participation, student oral presentations, and internet research to supplement your required readings.

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. Out of class assignments

for this course includes reading assignments, study time for exams/quizzes, and completion of required course assignments. Students should actively read the assignment prior to class, bring any questions to class, and take careful notes during class.

### Attendance

- 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.
- 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.

### Academic Dishonesty

- Plagiarism is to take and present as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not clearly understand how to correctly 'cite a source', you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment or using or attempting to use materials, or assisting others in using materials, or assisting others in using materials, which are prohibited or inappropriate in the context of the academic assignment in question. Anyone caught cheating will receive a zero (0) on the exam or assignment, the incident will be reported to the division dean and the dean of Student Affairs, and a document may be placed in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General School Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to the following:
  - plagiarism
  - copying or attempting to copy from others during an examination or on an assignment;
  - communicating test information with another person during an examination;
  - allowing others to do an assignment or portion of an assignment
  - use of a commercial term paper service

### Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class. Cell phones ringing during class and all electronic devices not put away will be held by the instructor until the end of class as these disruptions are considered disrespectful behavior to others in the class and 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.
- Disruptive Students: Most of you are here to learn, but some students are not as serious. To preserve a productive learning environment, 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.

### **Additional Help**

- **Learning Labs:** There are several ‘labs’ on campus to assist you through the use of computers, tutors, or a combination. Please consult your college map for the Math Lab, Reading & Writing Lab, and Learning Services (library). Please speak to the instructor about labs unique to your specific program
- **Library Services:** There is more to our library than just books. You have access to tutors in the learning center, study rooms for small groups, and online access to a wealth of resources.

### **Disabled Student Programs and Services (DSPS)**

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6312 if you feel you need to be evaluated for educational accommodations.

### **Student Counseling and Health Services**

Students have counseling and health services available, provided by the pre-paid Student Health Fee. You can find out more about services available for students at <http://www.imperial.edu/students/student-health-center/>. The IVC Student Health Center is located in the Health Science building in Room 2109, telephone 760-355-6310.

### **Student Rights and Responsibilities**

Students have the right to experience a positive learning environment; students who disrupt that environment can be asked to leave the class. Faculty and students also have the right of due process. For further information regarding student rights and responsibilities please refer to the IVC General Catalog available online at [www.imperial.edu](http://www.imperial.edu)

### **Class Schedule**

Below is the projected schedule of weekly activities and assignments that will assist you in meeting the course objectives and the course Student Learning Outcomes.

Please review carefully and often as the list includes required reading, estimated exam dates, assignments with due dates, etc.

Finally, complete assigned reading prior to class date.

Imperial Valley College Course Syllabus – Health Education 102

DATE	ACTIVITY, ASSIGNMENT, AND/OR TOPIC	ASSIGNED READING
<b>Part I</b>		
<b>FINDING BALANCE</b>		
Assigned Reading		
January 27 Week 1	<ul style="list-style-type: none"> <li>• Introductions, review of course syllabus, and expectations</li> <li>• Assessing Health</li> </ul>	<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Chap 1, pg 3-19</li> <li>• Chap 2, pg 28-48 &amp; 55-63</li> </ul>
February 3 Week 2	<ul style="list-style-type: none"> <li>• Preserving Psychological Health &amp; Spiritual Health</li> <li>• Managing Stress and Coping &amp; Improving Sleep</li> </ul>	<ul style="list-style-type: none"> <li>• Chap 2, pg 28-48 &amp; 55-63</li> <li>• Chap 3, pg 67-89 &amp; 97-107</li> </ul>
February 10 Week 3	<ul style="list-style-type: none"> <li>• Injury and Violence Prevention</li> <li>• Relationship and Human Sexuality (if time permits)</li> <li>• <b>Assignment 1:</b> Part 1 - Personalized Health Improvement Plan                             <ul style="list-style-type: none"> <li>○ Assess yourself using pages 21-23, 50, 64, 90, 107, 129</li> <li>○ Analyze your results in relationship to healthy behaviors discussed in textbook</li> <li>○ Type a 1 page report summarizing your analysis of your overall health and any identified obstacles to making changes. Create Part 1 of your personalized health improvement plan including strategies to overcome identified obstacles and begin to implement the plan.</li> <li>○ Refer to pages 17-19 as necessary &amp; grading rubric above.</li> <li>○ Due date: <b>March 3, 2014</b>– (SLO 1 &amp; 2)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Chap 4, pg 110-128</li> <li>• Chap 5, pg 136-163</li> </ul>
<b>Part II</b>		
<b>HEALTHY RELATIONSHIP BUILDING</b>		
Assigned Reading		
February 17 Week 4	<b>President's Day holiday no Class</b>	•
February 24 Week 5	<ul style="list-style-type: none"> <li>• <b>Quiz 1:</b> Content and Terms (SLO 3)</li> <li>• Relationships and Human Sexuality</li> <li>• Reproductive Choices</li> </ul>	<ul style="list-style-type: none"> <li>• Chap 2, 3, 4</li> <li>• Chap 5, pg 136-163</li> <li>• Chap 6, pg 169-196</li> </ul>
<b>Part III</b>		
<b>RISKS AND HARMFUL HABITS</b>		
Assigned Reading		
March 3 Week 6	<ul style="list-style-type: none"> <li>• <b>DUE: Assignment 1</b> – Personalized Assessment of Health</li> <li>• Avoiding Drug Abuse</li> <li>• Responsible Alcohol Use &amp; Ending Tobacco Use</li> </ul>	<ul style="list-style-type: none"> <li>• Chap 7, pg 202-226</li> <li>• Chap 8, pg 232-258</li> </ul>
<b>Part IV</b>		
<b>HEALTHY LIFESTYLES AND NUTRITION</b>		
Assigned Reading		
March 10 Week 7	<ul style="list-style-type: none"> <li>• <b>Quiz 2:</b> Content and Terms (SLO 3)</li> <li>• Healthy Nutrition</li> <li>• Healthy Weight &amp; Body Image</li> <li>• <b>Assignment 2:</b> Part 2 - Personalized Health Improvement Plan                             <ul style="list-style-type: none"> <li>○ Record all dietary and fluid intake over <b>2</b> days, including any snacks, alcoholic drinks, or cigarettes.</li> <li>○ Assess yourself using pages 227, 259, 260, 294, 295, 320, 321, 322, 336</li> <li>○ Analyze your results in relationship to healthy behaviors identified in the textbook</li> <li>○ Type a 1 page report summarizing your analysis of your lifestyle risk behaviors and your general nutrition. Create Part 2 of your personalized health improvement plan and begin to implement the plan.</li> <li>○ Refer to pages 17-19 as necessary &amp; grading rubric above.</li> <li>○ Due date: <b>March 24, 2014</b> – (SLO 1 &amp; 2)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Chap 5, 6, 7, 8</li> <li>• Chap 9, pg 266-293</li> <li>• Chap 10, pg 300-319 &amp; 324-335</li> </ul>

Imperial Valley College Course Syllabus – Health Education 102

March 17 Week 8	<ul style="list-style-type: none"> <li>• <b>Midterm</b></li> <li>• Physical Fitness &amp; Personal Fitness Programs</li> </ul>	<ul style="list-style-type: none"> <li>• Chap 1-10</li> <li>• Chap11, pg 339-358</li> </ul>
<b>Part V</b>	<b>DISEASE PREVENTION</b>	<b>Assigned Reading</b>
March 24 Week 9	<ul style="list-style-type: none"> <li>• <b>DUE: Assignment 2</b> – Personalized Nutritional Plan</li> <li>• Physical Fitness &amp; Personal Fitness Programs</li> <li>• Cardiovascular Disease, Cancer, &amp; Diabetes</li> <li>• <b>Assignment 3:</b> Part 3 – Personalized Health Improvement Plan <ul style="list-style-type: none"> <li>○ Assess yourself using pages 359 and 360</li> <li>○ Analyze your results in relationship to healthy behaviors identified in the textbook</li> <li>○ Type a 1 page report summarizing your analysis of your personal fitness and include key fitness principles. Create a personalized fitness program and begin to implement.</li> <li>○ Refer to pages 17-19 as necessary &amp; grading rubric above.</li> <li>○ Due date: <b>March 31, 2014</b>– (SLO 1 &amp; 2)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Chap11, pg 339-358</li> <li>• Chap12, pg 365-390 &amp; 399-406</li> </ul>
March 31 Week 10	<ul style="list-style-type: none"> <li>• <b>DUE: Assignment 3</b> – Personalized Physical Fitness Plan</li> <li>• Cardiovascular Disease, Cancer, &amp; Diabetes Overview</li> <li>• <b>Assignment 4:</b> <ul style="list-style-type: none"> <li>○ Assess yourself using pages 392, 393, 394, &amp; 407</li> <li>○ Analyze your results in relationship to healthy behaviors identified in the textbook</li> <li>○ Type a 1 page report summarizing your analysis of your risk for cardiovascular disease, cancer and diabetes. Create Part 4 of your personalized health improvement plan aligning this section with parts 2 &amp; 3 and continue to implement the total plan.</li> <li>○ Refer to pages 17-19 as necessary &amp; grading rubric above.</li> <li>○ Due date: <b>April 7, 2014</b> (SLO 1 &amp; 2)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Chap 12, pg 365-390 &amp; 399-406</li> </ul>
April 7 Week 11	<ul style="list-style-type: none"> <li>• <b>DUE: Assignment 4</b> – Personalized Cardiovascular Plan</li> <li>• Cardiovascular Disease, Cancer, &amp; Diabetes</li> <li>• <b>Quiz 3:</b> Content and Terms (SLO 3) – quiz given at end of class</li> <li>• <b>Assignment 5:</b> Part 5 - Personalized Health Improvement Plan. <ul style="list-style-type: none"> <li>○ Continue to “work” your personalized plan for health.</li> <li>○ Analyze your successes, areas of your plan that you may have changed, and ongoing opportunities to improve your health.</li> <li>○ Type a 1 page report summarizing your analysis and provide a concluding statement regarding your health improvement plan.</li> <li>○ Refer to pages 17-19 as necessary &amp; grading rubric above.</li> <li>○ Due date: <b>April 28, 2014</b>– Part 5 of 5</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Chap 12, pg 365-390 &amp; 399-406</li> <li>• Chap 11 &amp; 12</li> </ul>
April 14 Week 12	<ul style="list-style-type: none"> <li>• Infectious &amp; Non-infectious Diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Chap 13, pg 410-438</li> </ul>
April 21 Week 13	Easter/ Spring Break	
April 28 Week 14	<ul style="list-style-type: none"> <li>• <b>DUE: Assignment 5</b> – Successes or Changes to your 5-Part Personalized Health Improvement Plan with Conclusion Statement</li> <li>• Aging, Death and Dying</li> <li>• Environmental Health</li> <li>• <b>Quiz 4:</b> Content and Terms (SLO 3)</li> </ul>	<ul style="list-style-type: none"> <li>• Chap 14, pg 445-460</li> <li>• Chap 15, pg 465-480</li> <li>• Chap 13, 14, 15</li> </ul>
May 5	<ul style="list-style-type: none"> <li>• Health Choices</li> </ul>	<ul style="list-style-type: none"> <li>• Chap 16, pg 488-497</li> </ul>

Week 15	<ul style="list-style-type: none"> <li>Complementary and Alternative Medicine</li> </ul>	<ul style="list-style-type: none"> <li>Chap 17, pg 504-516</li> </ul>
<b>Part VI</b>	<b>COURSE CONCLUSION</b>	
May 12 Week 16	<ul style="list-style-type: none"> <li>Course Evaluations</li> <li><b>Final</b></li> </ul>	<ul style="list-style-type: none"> <li>Handout</li> <li>Chap 11-17</li> </ul>

**PERSONALIZED HEALTH IMPROVEMENT PLAN**

Review the syllabus carefully regarding the grading rubric for written reports, points subtracted for late assignments, and the directions for each of the 5-part assignment. Review the General Requirements at the bottom of this page and the points listed below. Students may clarify directions during class of the 5 parts to this paper. The cumulative maximum for this project is 100 points.

Student Name:	Maximum Points	Student Points
<b>Part 1: Assessment of General Health</b>	<b>20</b>	
Areas to Consider: <ul style="list-style-type: none"> <li>Set specific goals with timeframe (SMART)</li> <li>Do you have a contingency plan for identified obstacles?</li> <li>At what stage of Transtheoretical Model are you, why? Review Chapters 1-4 as necessary</li> </ul>		
<b>Part 2: Risk Behaviors and Nutritional Health and Improvement Plan</b>	<b>20</b>	
Identify opportunities to improve your health related to the following <ul style="list-style-type: none"> <li>Adequacy of nutrition and dietary intake or water and fluid intake</li> <li>Over or underweight or normal weight</li> <li>Alcohol or risky behavior or anxiety, depression, etc. Review Chapters 7, 8, 9 &amp; 10 as necessary</li> </ul>		
<b>Part 3: Physical Fitness Health and Improvement Plan</b>	<b>20</b>	
Identify opportunities to improve your physical health related to <ul style="list-style-type: none"> <li>Adequacy of exercise overall</li> <li>Types of exercise Review Chapter 11</li> </ul>		
<b>Part 4: Cardiovascular Health, Cancer, Diabetes and Improvement Plan</b>	<b>20</b>	
Identify opportunities to improve your health related to the following <ul style="list-style-type: none"> <li>Risks for cardiovascular disease, cancer, and diabetes</li> <li>Adequacy of your health behaviors considering your risks</li> <li>Align with parts 1, 2, &amp; 3 Review Chapters 12-13</li> </ul>		
<b>Part 5: Conclusions to Improvement Plan – Successes and Changes</b>	<b>20</b>	
Discuss successes or obstacles to implementing your personalized plan <ul style="list-style-type: none"> <li>Identify any additional opportunities to improve your health</li> <li>Concluding statement about implementing your Personalized Plan</li> </ul>		
<b>GENERAL REQUIREMENTS</b>		
<ul style="list-style-type: none"> <li>Typed, 12 font in Times Roman or Arial, double space</li> <li>1 inch margins – all four sides. (<b>not</b> 1.25 or 1.5)</li> <li>For each of the 5 Parts, the student must submit:                             <ul style="list-style-type: none"> <li>Cover page – College Name, Paper Title, Your Name, Course Title, Instructor Name, Date</li> <li>1 Page addressing the topic</li> <li>Reference page</li> </ul> </li> <li><b>Do NOT plagiarize or copy</b> work from other resources.</li> </ul>	Considered for each section of the 5-Part Paper	

Imperial Valley College Course Syllabus – Health Education 102

---

<ul style="list-style-type: none"><li>• Use your own words and cite all sources or resources used</li><li>• Refer to GRADING RUBRIC in syllabus &amp; directions given in class</li></ul>		
<b>TOTAL POINTS</b>	<b>100</b>	