

### Basic Course Information

Semester	<b>Spring 2015</b>	Instructor Name	<b>Terrie Sullivan</b>
Course Title & #	<b>Health Education (HE) 102</b>	Email	<b>terrie.sullivan@imperial.edu</b>
CRN #	<b>20929</b>	Webpage (optional)	<b>See Blackboard</b>
Room	<b>810</b>	Office	<b>2134</b>
Class Dates	<b>2/17-6/9 2015</b>	Office Hours	<b>M:1300-1400, T:1030-1130, W:1030-1130. Th: 2/17-4/17 1000-1100 4/20-6/12 Th-F 0615-0645 at PMHD</b>
Class Days	<b>Tuesdays</b>	Office Phone #	<b>760-355-6425</b>
Class Times	<b>1:30-4:40pm</b>	Office contact if student will be out or if an emergency	<b>760-355-6348 (Nursing Division Office)</b>
Units	<b>3 units</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 (2012). *Health: The Basics* (10<sup>th</sup> edition). San Francisco, CA Pearson Ed. Inc.  
ISBN: 13-978-0-321-77434-7 or ISBN 10: 0-321-77434-5

### Course Requirements and Instructional Methods

1. 200 points: 1 Term Paper 5-Page Paper
2. 50 points: 1 Reports 1-page or optional oral presentation
3. 200 points: 2 Exams (100 points each)
4. 200 points: 1 Final

17 Chapters of reading will be assigned throughout the class (see schedule). The Department of Education policy states that one-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.

### Course Grading Based on Course Objectives

Final Grades are calculated as follows:

Percentage	Grade	Points	Grade
90-100%	A	585-650	A
80-89%	B	520-584	B
70-79%	C	455-519	C
60-69%	D	390-454	D
Below 60%	F	0-389	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> 90-100%	Focused and clearly organized. Contains advanced critical thinking and analysis. Convincing evidence to support conclusions. Clearly meets or exceeds assignment requirements.
<b>B</b> 80-89%	Generally focused with some development of ideas, but may be simplistic or repetitive. Evidence supports conclusions. Occasional grammatical errors. Meets assignment requirements, but does not exceed.
<b>C</b> 70-79%	Not focused, but has some logic (coherence). Minimal evidence is provided to support conclusions. Several grammatical errors. Meets minimum assignment requirements.
<b>D</b> 60-69%	Unfocused or undeveloped. Very limited supporting evidence for conclusions. Serious grammatical errors that impede overall understanding. Does not address the assignment requirements
<b>F</b> 0-59%	Unfocused or rambling or too brief. No supporting evidence to comments. 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.

### Attendance

- A student who fails to attend the first meeting of a 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.
- 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.
- 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, no one who is not enrolled in the class may attend, including children.

### Academic Honesty

- 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 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 or will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation 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: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment, (e) use of a commercial term paper service

### Additional Help – Discretionary Section and Language

- Blackboard support center: <http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8543>
- 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).
- 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 760-355-6313 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. We now also have a fulltime mental health counselor. For information see <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 and due process. For further information regarding student rights and responsibilities please refer to the IVC General Catalog available online at [http://www.imperial.edu/index.php?option=com\\_docman&task=doc\\_download&gid=4516&Itemid=762](http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762)

### Information Literacy

Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/>

### Anticipated Class Schedule / Calendar

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.

Date or Week	Activity, Assignment, and/or Topic	Assigned Reading
Week 1	<ul style="list-style-type: none"> <li>Course Introduction &amp; Review of syllabus</li> <li>Chapter 1: Assessing Health</li> </ul>	<ul style="list-style-type: none"> <li>Syllabus</li> <li>Chapter 1</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>Chapter 2: Psychological Health &amp; Spiritual Health</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 2 and 2A</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>Chapter 3: Managing Stress, Coping &amp; Sleep</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 3 and Chapter 3A</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>Chapter 4: Injury and Violence Prevention</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 4</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>Chapter 5: Relationships and Human Sexuality</li> <li>Chapter 6: Reproductive Choices</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 5 and Chapter 6</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>Chapter 7: Avoiding Drug Abuse</li> <li>Chapter 8: Alcohol &amp; Tobacco Use</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 7 and Chapter 8</li> </ul>
Week 7	<ul style="list-style-type: none"> <li>Online Test covering Chapters 1-8 to be completed outside of class.</li> <li>Research for 1-Page Report for assigned health topic.</li> <li>If you do not have access to a computer, you must discuss this with the instructor.</li> </ul>	<ul style="list-style-type: none"> <li>Online test</li> <li>Research</li> </ul>
4-6-4/10.2015	SPRING BREAK- no class	
Week 8	<ul style="list-style-type: none"> <li>Chapter 9: Healthy Nutrition</li> <li>Submit 1-Page Report</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 9</li> </ul>
Week 9	<ul style="list-style-type: none"> <li>Chapter 10: Healthy Weight &amp; Body Image</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 10 and Chapter 10A</li> </ul>
Week 10	<ul style="list-style-type: none"> <li>Chapter 11: Physical Fitness &amp; Personal Programs</li> <li>Paper: Personalized Health Improvement due 4 wk</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 11</li> <li>4-29-14 Paper</li> </ul>
Week 11	<ul style="list-style-type: none"> <li>Chapter 12: Cardiovascular, Cancer, &amp; Diabetes</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 12 and Chapter 12A</li> </ul>
Week 12	<ul style="list-style-type: none"> <li>Chapter 13: Infectious &amp; Non-infectious Diseases</li> <li>Chapter 14: Aging, Death and Dying</li> <li>Paper: Personalized Health Improvement due 2 wk</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 13 and Chapter 14</li> <li>4-29-14 Paper</li> </ul>

Date or Week	Activity, Assignment, and/or Topic	Assigned Reading
Week 13	<ul style="list-style-type: none"> <li>• Chapter 15: Environmental Health</li> <li>• Chapter 16: Health Choices</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 15 and</li> <li>• Chapter 16</li> </ul>
Week 15	<ul style="list-style-type: none"> <li>• Online Test covering Chapters 9-16 to be completed outside of class. If you do not have access to a computer, you must discuss this with the instructor</li> <li>• Research &amp; Paper: Personalized Health Improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Online test</li> <li>• <b>DUE:</b> Online submittal of typed paper</li> </ul>
Week 16	<ul style="list-style-type: none"> <li>• Chapter 17: Complementary Alternative Medicine</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 17</li> </ul>
Week 17	<ul style="list-style-type: none"> <li>• Final (chapters 1-17) you will need a Scantron and pencil</li> </ul>	<ul style="list-style-type: none"> <li>• Final Exam-live</li> </ul>

**REPORT: Information to be given in class**  
**PAPER: PERSONALIZED HEALTH IMPROVEMENT**

- Begin by reviewing your self-assessments and analyzing the results to identify personal health risks
  - Chapter 1-4 on pages 21, 22, 23, 50, 64, 90, 107, 129
  - Chapter 7-10 on pages 227, 259, 260, 294, 295, 320, 321, 322, 336
  - Chapter 11-13 on pages 359, 360, 392, 393, 394, 407, 439, 440
- Paper **must** be typed in 12 font in Times Roman or Arial (no larger and no smaller)
- Paper **must** be double spaced with 1-inch margins on all four sides
- Paper **must** include
  - A. Cover page: College Name, Paper Title, Your Name, Course Title, Instructor Name, Date
  - B. Four (4) pages of content
    1. Discuss your personal health behaviors, genetic impact, identified risks and how you plan to improve your health. Consider using SMART goals as applicable and what stage of the Transtheoretical Model you are in. Also consider discussing strategies to address any obstacles you feel may come up and if you have a contingency plan(s).
    2. Describe what you believe to be a healthy cardiovascular program for you while staying safe considering your identified health risks. Your cardiovascular program should address the cardiovascular principles and/or other research related to such exercise programs.
  - C. Closing/concluding statement (paragraph)
  - D. Reference page listing any sources of information
- Do NOT plagiarize or copy work from other resources, use your own words and cite all sources used.