

Basic Course Information

Semester	Fall 2015	Instructor Name	Carlos Ramirez RN, MSN.
Course Title & #	Health Education (HE) 102	Email	carlos.ramirez@imperial.edu
CRN #	20928	Webpage (optional)	n/a
Bldg. & Room	304A	Office	n/a
Class Dates	10/12/2015 through 12/09/2015	Office Hours	E-Mail for Appointment
Class Days	Monday & Wednesday	Mobile Phone #	760-791-8818
Class Times	1800 to 2120	Office contact if student will be out or if an emergency	760-791-8818 call or text
Units	3 units		

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* (11th 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. 50 points: 1 Personalize Health Improvement Paper
2. 50 points: 3 Quizzes (50 points each)
3. 100 points: Final Exam

16 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	268-300	A
80-89%	B	238-267	B
70-79%	C	208-237	C
60-69%	D	160-207	D
Below 60%	F	0-159	F

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

Grade	Rubric or Standard Expected
A 90-100%	Focused and clearly organized. Contains advanced critical thinking and analysis. Convincing evidence to support conclusions. Clearly meets or exceeds assignment requirements. Rare or no spelling, grammatical or punctuation errors
B 80-89%	Generally focused with some development of ideas, but may be simplistic or repetitive. Evidence supports conclusions. Occasional spelling, grammatical or punctuation errors. Meets assignment requirements, but does not exceed.
C 70-79%	Not focused, but has some logic (coherence). Minimal evidence is provided to support conclusions. Several spelling, grammatical or punctuation errors. Meets minimum assignment requirements.
D 60-69%	Unfocused or undeveloped. Very limited supporting evidence for conclusions. Serious spelling, grammatical or punctuation errors that impede overall understanding. Does not address the assignment requirements
F 0-59%	Unfocused or rambling or too brief. No supporting evidence to comments. Serious spelling, grammatical or punctuation 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 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.
- 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.

Online Netiquette

- 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 (!!!!)].

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting 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 "cite a source" correctly, 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 that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing 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 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) using a commercial term paper service.

Additional Help – Discretionary Section and Language

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **[Blackboard Support Site](#)**. The Blackboard Support Site provides a variety of support channels available to students 24 hours per day.
- **[Learning Services](#)**. There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **[Library Services](#)**. There is more to our library than just books. You have access to tutors in the [Study Skills 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. Please contact them 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.

- **[Student Health Center](#)**. A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District and El Centro Regional Center provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6310 in Room 2109 for more information.
- **[Mental Health Counseling Services](#)**. Short-term individual, couples, family, and group therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6196 in Room 2109 for more information.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

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.

Imperial Valley College Course Syllabus – HE 102

*****Tentative, subject to change without prior notice*****

Date or Week	Activity, Assignment, and/or Topic	Assigned Reading
10/12/15 10/14/15 Week 1	<ul style="list-style-type: none"> • Course Introduction & Review of syllabus • Chapter 1: Accessing your Health • Chapter 2: Promoting and Preserving your Psychological Health 	<ul style="list-style-type: none"> • Syllabus • Chapter 1, 1A • Chapter 2, 2A
10/19/15 10/21/15 Week 2	<ul style="list-style-type: none"> • Chapter 3: Managing Stress and Coping with Life's Challenges • Chapter 4: Preventing Violence and Injury • Quiz 1 	<ul style="list-style-type: none"> • Chapter 3, 3A • Chapter 4
10/26/15 10/28/15 Week 3	<ul style="list-style-type: none"> • Chapter 5: Building Healthy Relationships and Understanding Sexuality • Chapter 6: Considering your Reproductive Choices 	<ul style="list-style-type: none"> • Chapter 5 • Chapter 6
11/2/14 11/4/15 Week 4	<ul style="list-style-type: none"> • Chapter 7: Recognizing and Avoiding Addiction and Drug Abuse • Chapter 8: Drinking Alcohol Responsibly and Ending Tobacco Use • Quiz 2 	<ul style="list-style-type: none"> • Chapter 7 • Chapter 8
11/9/15 11/11/15 (Holiday) Week 5	<ul style="list-style-type: none"> • Chapter 9: Eating for a Healthier You • Chapter 10: Reaching and Maintaining a Healthy Weight 	<ul style="list-style-type: none"> • Chapter 9 • Chapter 10, 10A
11/16/15 11/18/15 Week 6	<ul style="list-style-type: none"> • Chapter 11: Improving your Personal Fitness • Chapter 12: Reducing Your Risk of Cardiovascular Disease and Cancer • Personalized Health Improvement Paper Due 11/16/15 • Quiz 3 	<ul style="list-style-type: none"> • Chapter 11 • Chapter 12, 12A
11/23/15 11/25/15 Week 7	<ul style="list-style-type: none"> • Thanksgiving Break – No Class 	<ul style="list-style-type: none"> •
11/30/15 12/2/15 Week 8	<ul style="list-style-type: none"> • Chapter 13: Protecting against Infectious Diseases and Sexually Transmitted Infections • Chapter 14: Preparing for Aging, Death and Dying 	<ul style="list-style-type: none"> • Chapter 13, 13A • Chapter 14
12/7/15 12/9/15 Week 9	<ul style="list-style-type: none"> • Chapter 15: Promoting Environmental Health • Chapter 16: Making Smart Health Care Choices • FINAL EXAM • Final to be administered in class. Bring a Scantron and pencil 	<ul style="list-style-type: none"> • Chapter 15 • Chapter 16, 16A • Final Exam- In Class

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, 109, 130, 131
 - Chapter 7-10 on pages 224, 255, 287, 313, 328, 350
 - Chapter 11-13 on pages 381, 395, 420, 432, 450, 470, 487
- 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.