

Syllabus
HLTH 021: Health Education
2012 Spring Quarter - 3 Units
Division of Biological and Health Sciences
Foothill College

Instructor Name: Judy Baker, Ph.D.

Instructor's Contact Info:

- Via Private Messages in Etudes
- You will receive a response within 48 hours

Instructor's Office Location: Room 3608 (near Media Center and Tutorial Center)

Course Description: Development of understanding and attitudes relative to personal, family, and community health needs. Emphasis placed upon epidemiology of disease, nutritional behavior, communicable disease, disease prevention, mental health and substance abuse.

Online Learning Format: This fully online course is available via the Etudes course management system on the Internet.

- To login, go to <https://myetudes.org>
 - For login instructions, see <http://www.foothill.edu/fga/logininstructions.php>
- For an orientation to Etudes, select one of the following
 - Attend one of the sessions held on campus during the first week of the quarter. See details at http://foothill.edu/fga/etudes_onsite_orientation.php
 - View a video of the orientation session at http://www.foothill.edu/fga/etudes_orientation.php
 - Read the information provided at <http://www.foothill.edu/fga/etudesresources.php> is available from the online Student Help Center at <https://foothill.helpdeskconnect.com/>
 - Many other resources for students taking online courses are available at <http://www.foothill.edu/fga/studentresources.php>

Student Learning Outcomes:

1. Assess health behavior choices, apply that information to everyday life for the improvement of individual, family, and community well-being.
2. Identify preconceived ideas about knowledge, values, and behavior that affect health and compare with established research and accepted scientific evidence.

Objectives: The student will be able to:

1. appraise and assess public attitudes and behavior regarding health and disease.
2. recognize, examine and formulate the importance of immunizations
3. recognize and assess public bias towards aging, diabetes, epilepsy, STDs, etc.
4. differentiate the major classifications of communicable and non-communicable diseases.
5. examine and discuss the role of epidemiology in Public Health.
6. assess and analyze nutritional behavior.
7. identify the major means of transmission for communicable diseases.
8. identify and examine immunizations in relationship to immunity.
9. examine the three levels of Health Promotion/Disease Prevention.
10. identify, compare, and discuss normal versus abnormal patterns of behavior.
11. identify and compare the major classifications of drugs.
12. examine and appraise patterns of drug abuse.
13. compare cultural health behaviors and suggest associated consequences.

Course Content and Schedule

Module 1: Introduction to Personal Health – Week 1, April 9 - 13

- Health and disease, influence of family and community
- Three levels of health promotion/disease prevention
- Culture, beliefs, attitudes, and stigmatized illnesses
- Leading causes of death, risk factors, and prevention
- Health disparities and inequalities

Module 2: Stress and Health - Week 2, April 16 - 20

- Science of psychoneuroimmunology
- Dynamics and sources of stress
- General Adaptation Syndrome
- Burnout and stress related illness
- Managing stress

Module 3: Personal Relationships – Week 3, April 23 – 27

- Communication
- Intimacy and sexuality
- Marriage and relationships
- Loss
- Parenting
- Family and societal violence

Module 4: Human Sexuality, Contraception, and Reproduction - Week 4, April 30 – May 4

- Behavioral presentation of human sexuality
- Sexual terminology (behavioral)
- Sexual bias and misconceptions
- Contraception
- Reproduction

Module 5: Diseases and Disorders – Week 5, May 7 - 11

- Epidemiology and public health
- Noncommunicable diseases and disorders
- Immunity and Immunizations
- Communicable (Infectious) Diseases

Module 6: Nutritional Behavior – Week 6, May 14 - 18

- Nutritional guidelines; carbohydrates, fats and proteins
- Myths and misconceptions regarding nutrition
- Ethnic foods
- Dietary supplements
- Body composition and metabolic rate
- Diet and weight control
- Obesity
- Eating Disorders

Module 7: Physical Activity and Health - Week 7, May 21 – 25

- Health benefits
- Aerobic exercise
- Strengthening exercise
- Safety
- Community issues

Module 8: Substance Abuse and Addictions – Week 8, May 28 – June 1

- Drugs
- Alcohol
- Tobacco
- Codependency and dependency problems
- Effects on pregnancy

Module 9: Aging, Dying, and Death - Week 9, June 4 - 8

- Profile of America's aging population
- Diseases common in elderly population

- Factors that enhance aging
- Safety issues for elders

Module 10: Consumer Health - Week 10, June 11 – 15

- Types of health care professionals and facilities
- Brand name and generic medications
- Alternative medical practices
- Health fraud
- Health care for all

Module 11: Personality, Emotional Health, and Abnormal Behavior – Week 11, June 18 – 22

- Theories of personality and personality types
- Emotional health and mental/emotional disorders
- Suicide
- Childhood abnormalities and abnormal behavioral patterns

Final Exam or Take Action Project – Week 12, June 26- 28

Attendance Requirements

- No face-to-face or on-campus meetings are required. All instruction is available via the Internet.
- Expect to spend a minimum of **9 hours per week** on reading, viewing videos, participating in online discussion, taking quizzes, and performing activities for this course.
- In order to **avoid being dropped** for non-attendance, students **MUST participate in at least one discussion or quiz per week.**

Academic Integrity

Please read the Foothill College Honor Code at <http://foothill.edu/services/honor.php> and <http://foothill.edu/services/honorint.php>. Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of dishonest, deceptive or fraudulent means. Plagiarism is representing the work of someone else as your own and submitting it for any purpose. It is your responsibility to know what constitutes academic dishonesty. Most of all, respect yourself and your fellow students by maintaining academic integrity.

Notice on Learning Disability-Related Accommodation

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Also, contact me if you have suggestions for making this course more learning accessible you. to coordinate reasonable accommodations students with documented please contact Margo Dobbins (dobbinsmargo@foothill.edu) or visit the DRC web site: <http://www.foothill.edu/al/drc.php>

Readings

All course readings are available for free via the Internet in course Modules. A printable version of the readings is available for download from the Etudes course site. No textbook is required.

Grading

TOTAL POINTS POSSIBLE = 1,000

Participation in Online Discussion = 220	A = 900 – 1000 points B = 800 – 899 points C = 700 – 799 points D = 600 – 699 points F = below 600 points
Weekly Module Quizzes = 330	
Midterm Exam or Project Plan = 225	
Final Exam or Project Report = 225	

Modules

Each of the 11 course Modules has: 1) Discussion Questions, and 2) Learning Activities, and 3) a Quiz.

Add these **deadlines** to your personal calendar.

April 13	Module 1 Quiz
April 18	Module 1 Discussion postings
April 20	Module 2 Quiz
April 25	Module 2 Discussion postings
April 27	Module 3 Quiz
May 2	Module 3 Discussion postings
May 1	Project Plan (if selected)
May 4	Module 4 Quiz
May 9	Module 4 Discussion postings
May 11	Module 5 Quiz
May 16	Module 5 Discussion postings
May 18	Module 6 Quiz
May 23	Module 6 Discussion postings
May 21 or 22	Midterm Exam (if selected)
May 25	Module 7 Quiz
May 30	Module 7 Discussion postings
June 1	Module 8 Quiz
June 6	Module 8 Discussion postings
June 8	Module 9 Quiz

June 13	Module 9 Discussion postings
June 15	Module 10 Quiz
June 20	Module 10 Discussion postings
June 22	Module 11 Quiz
June 27	Module 11 Discussion postings
June 26 or 27	Final Exam or Project Report

Discussion Questions (worth up to 220 points)

Participation in the Discussion Questions enhances learning as you share your ideas, perspectives, and experiences with your fellow students. You develop and refine your thoughts through the writing process as well as help other students better understand course content.

DEADLINES: Your original posting addressing the Module Discussion Question should be made **no later than noon each Wednesday**. Follow-up postings that comment and reflect upon the posts of your fellow students should be made **no later than 5 pm each Friday**. In order to receive credit, all postings for each Module Discussion Question must be submitted within 10 calendar days of first day that the Discussion Question is posted. For example, if the Discussion Question for Module 1 is posted on Monday, April 9, then all postings are due by 10 pm on Wednesday, April 18.

Each student will have the opportunity to serve as a co-moderator along with the instructor during one week in lieu of posting a response and follow-up to the Module Discussion Question. The co-moderator is responsible for keeping Discussion focused and on track as well as posting a summary of the postings for that week. As the instructor, I will co-moderate discussions but I will not respond to each post. Typically, I will add a related idea, keep the discussion on-track, and clarify any confusion or inaccurate postings. I will check the discussions daily during Monday through Friday. Grades or points for each Discussion Question will be posted to the Gradebook within 10 days after the due date.

EXPECTATIONS: Your initial post and responses to each Discussion Question should show evidence of knowledge and understanding of course content and applicability to professional practice and/or personal health, and include other resources. Try to make postings that encourage responses and reflections from other learners and responses build upon and integrate multiple views from other learners to take the discussion deeper.

Your postings should:

- Be factually correct, reflective and substantive contribution; advances discussion.
- Cite references to literature, readings, or first-hand personal experience to support comments.
- Contribute to discussion with clear, concise comments that are free of grammatical or spelling errors and formatted in an easy to read style.

Examples of postings that demonstrate higher levels of thinking:

- Some common themes I see between your experiences and our Module readings are.... (analysis)
- These newer trends are significant if we consider the relationship between (synthesis)

- The readings should be assessed by these standards ... (evaluation)

Examples of **Unacceptable** postings:

- I have no opinion.
- I agree with everyone else.

POINTS: You are encouraged to use the following feedback Rubric to improve the quality of your discussion contributions. You will be asked to submit a self-score for your own postings each week based on this Rubric.

You can earn up to 20 points per Module (10 points for initial posting and 10 points for follow-up postings) for your participation in Discussion Questions. Points will be assigned as follows:

	0 Points	Acceptable 5 Points	Excellent 10 Points
Initial Posting	No posting in response to the Question Posting is factually incorrect information Posting does not cite references to literature, readings, or personal experience to support comments	Posting is adequate with superficial thought and preparation Doesn't address all aspects of the Question	Posting is well developed Fully addresses and develops all aspects of the Question Contributes to better group understanding of the Question
Follow-Up Postings	No follow-up responses to other students' postings Posts negative or disparaging remarks about other students' postings	Posting is shallow contribution to discussion Does not enrich discussion	Demonstrates analysis of others' posts Extends meaningful discussion by building on previous posts Provides new perspectives

Weekly Module Quizzes (worth up to 330 points)

Each Module has a 10-question quiz with each question worth 3 points. The quiz assesses students' knowledge and understanding of the content covered in the Module. Students will have 25 minutes to complete each quiz.

- Each quiz has 10 questions.
- Take the quiz sometime between Thursday at 8 am and Saturday at 11 pm.
- You will have 25 minutes to complete each quiz.
- You can use your readings and notes while you take the quiz but you cannot get help from anyone else.

Midterm Exam (worth up to 225 points)

The Midterm Exam assesses students' knowledge, understanding, and application of the content covered in Modules 1 – 6. A study guide will be provided. Students will have one hour to complete the Midterm Exam on **May 21 or 22**.

Final Exam (worth up to 225 points)

The Final Exam assesses students' knowledge, understanding, and application of the content covered in Modules 7 – 12. A study guide will be provided. Students will have one hour to complete the Final Exam on **June 26 or 27**.

Project Plan and Report (worth up to 225 points each)

Instead of taking a Midterm Exam and Final Exam, students can engage in one of the following Take Action projects. You can do this Project by yourself or as a group with other students.

Select **one** of the following Options:

- 1) Healthier Workplace
- 2) Healthier Community, Neighborhood or Campus
- 3) Healthier You

Take Action Project Options

Healthier Workplace

Examples of actions to take -

- Use resources at ENACT at <http://eatbettermovemore.org/sa/enact/members/index.php> and http://eatbettermovemore.org/sa/enact/about/enact_instructions.php
- Implement a Tobacco-Free Initiative in Your Workplace (e.g., see *Tobacco-Free HHS* initiative. <http://www.cdc.gov/nccdphp/dnpao/hwi/toolkits/tobacco/index.htm>)
- See suggestions at ENACT. Click on each Workplace Food and Activity Strategies **for details**. <http://eatbettermovemore.org/sa/enact/members/strategiesshow.php?e=5&se=6&68fe75f8c9b18ca64a4349d764d44041>
- Implement a Nutritionally Healthy Workplace (e.g., form a potluck lunch group that emphasizes health foods; organize an event where people can taste test a variety of healthy foods that they may not have ever eaten before such as kale)
- Start a campaign at your workplace or at your campus to promote use of water fountains and reusable water bottles instead of purchasing bottled water
- Get ideas from [Tips for Promoting a National Health Observance](#). Select a month on the dropdown menu for NHO Toolkits.

Healthier Community, Neighborhood or Campus

1. Watch Video Excerpts from Unnatural Causes – Episodes [Health in America](#) and Episode 5 Living in Disadvantaged Neighborhoods is Bad for Your Health
2. Watch [Spectrum of Prevention video](#)
3. What can be done to create a neighborhood that promotes rather than destroys health?

Consider your own neighborhood (or a neighborhood selected by the group) then answer these questions:

- What does this neighborhood look like?
- What are the strengths of this neighborhood?
- What actions could be taken to sustain those strengths?
- Who can help you and others take those actions?
- What things in this neighborhood need to be improved to reduce chronic stress, give residents better access to healthy choices, and/or give people a greater control over their lives? Be as specific as possible.
- What actions could be taken to make those improvements?

Examples of actions to take -

- Use the [THRIVE Tool](#)
- Use resources at ENACT at <http://eatbettermovemore.org/sa/enact/members/index.php> and http://eatbettermovemore.org/sa/enact/about/enact_instructions.php
- [Workplace Food and Activity Strategies for details](#)
- Use PhotoVoice Technique (see <http://www.cchealth.org/topics/community/photovoice/>)
- Action Toolkit to Advance Health Equity
- Health Justice Toolkit- Take action to raise awareness of immunizations (e.g., Assist a school nurse to host an immunization education event for parents at a local school; Create and distribute an immunization reminder flyers to all the members of your organization, club or place of worship, see <http://healthfinder.gov/nho/AugToolkit.aspx>)
- Start a health awareness campaign in your workplace, neighborhood, or at your campus
- Example: Take action to prevent colorectal cancer. (Adapted from the Prevent Cancer Foundation. Contact the [Prevent Cancer Foundation](#) at info@preventcancer.org for more information and materials.)
- Contact local doctors' offices and ask them to share colorectal cancer prevention information with their patients.
- Host a Colorectal Cancer Awareness Month event at a local senior center. Give out information about colorectal screenings, spread the word about how staying active can help prevent colorectal cancer, and ask a doctor or nurse to talk about the importance of getting screened.
- Hold a cooking demonstration with low-fat foods full of [calcium](#) and [fiber](#).
- Host an information night at your local library to talk about ways to get more people in your community screened for colorectal cancer.
- Provide free information and resources to local African American community organizations and events, such as churches, neighborhood block parties, associations, etc.

Healthier You

Examples of actions to take -

- Complete a personal health risk assessment and family health history. Determine what you can do to enhance your own health and decrease your health risks.
 - Bring your weight and BMI to normal levels
 - Stop smoking
 - Bring your cholesterol levels to a healthy level
 - Increase your aerobic, muscle-strengthening, and bone-strengthening activities
 - Reduce your consumption of alcohol
 - Keep a journal of your nutritional behavior for one week; analyze the results in terms of nutrition, impact on your health, and your personal health goals

Project Plan

The Project Plan is due by May 1st at 10 pm. If no Project Plan is submitted by the due date, then the Project can no longer be used instead of the Midterm Exam and Final Exam.

The Project Plan must include:

- What are you doing to do?
- **Summary** of the issue, challenge, investigation, scenario, or problem
- **Rationale:** Why do you want to do this particular project?
- **Why** does it interest you?
- **Measureable Objectives:** What do you hope to accomplish? Give dates, amounts, etc.
- **Timeline:** What steps will it take to complete the project? When will each step be started and completed?
- **Resources:** Who will you need to contact? Where will you get assistance? What information do you need? How will you get the information, supplies, resources or cooperation you need to complete this project?
- **Project Evaluation:** How will you know if you have been successful?
- **Learning Self-Assessment:** Conclude your Project Plan by assigning yourself points (out of 225 points) based on your performance

Project Report (out of 225 points)

Your Project Report is due by June 27 at 10 pm.

The Project Report must include -

- Detailed **description and documentation** (e.g., photos, interviews, receipts) of the action, campaign, or initiative that you took;
- Description of your desired **outcomes** related your effort;
- Description of your **actual efforts**;
- Description of the ten most **important things you learned** and, for each, your reactions as to how these learning specifically relate to the specific objectives
- Description of the **low point of your experience**;
- Description of the three most important learning you will take with you in your future professional efforts;
- Your **over-all summary reactions** to the entire experience;
- **Analyze** how well you met your goals for the Project. If your goals changed, discuss how and if unforeseen goals emerged, describe what they were.
- Conclude the paper by **assigning yourself points** (out of 225 points) based on your performance in the Project Report.