

COURSE OUTLINE

Personal and Public Health

Course Description

HL 100. Personal and Public Health. 3 hours credit. This course will enable the student to make responsible health-related decisions by analyzing behavior and attitudes to bring the changes necessary to improve health and maintain well-being for both personal healthful living and community responsibilities.

Course Relevance

The principles learned in this course will allow the student to understand the most recent scientifically based personal health information, apply the concepts of wellness to personal lifestyle in the continual journey of life, and balance the different dimensions of human needs – spiritual, social, emotional, intellectual, physical, occupational, and environmental. It is important for the student to analyze their own health-related behavior and attitudes to take responsibility to assess levels of wellness by being willing to grow, change, and improve their personal and public health.

Required Materials

Alters, S. and Schiff, W. (2009). *Essential concepts for healthy living* (5th ed.). Sudbury, MA: Jones and Bartlett Publishers, Inc.

The Human Condition, Twenty-six 30 minute lessons on DVD

Learning Outcomes

The intention is for the student to be able to:

- 1 Discuss the most recent scientifically based personal health information.
- 2 Analyze health-related behavior and attitudes which impact personal and community health and well-being.

Learning PACT Skills that will be developed and documented in this course

Through involvement in this course, the student will develop ability in the following PACT skill area(s):

Personal Development Skills

- 1 Personal management
 - Through a written essay, the student will demonstrate effective personal choices with regard to self-concept, health, time, change and other self-management health issues.

Analytical Thinking Skills

1. Critical thinking
 - Through a written essay, the student will identify proper wellness lifestyles according to scientific research and established models to generate and communicate an appropriate response.

Communication Skills

1. Reception and interpretation of messages
 - Through an oral presentation, the student will accurately discuss the most recent scientifically based personal information on a specific health topic.

Major Summative Assessment Task(s)

These learning outcome(s) and the Learning PACT skill(s) will be demonstrated by:

1. Compiling a portfolio of written essay assignments which demonstrates the self-analysis of health-related behaviors and attitudes (A outcome) and the application of changes that would improve health and well-being (P outcome).
2. Delivering an oral presentation of the most recent scientifically based personal information on a specific health topic (C outcome).

Course Content

- I. Skills or Competencies – Actions that are essential to achieve the course outcomes:
 - A. Explain what an individual can do to take charge of their life in health-related matters
 - B. Describe issues concerning environmental health
 - C. Discuss strategies to cope with stress
 - D. Explain the components of incorporating a fitness lifestyle
 - E. Describe how to design a sound nutrition plan for sensible weight management
 - F. Explain the health hazards associated with illicit drugs and tobacco use
 - G. Explain the concept of responsible drinking
 - H. List and define the common communicable diseases

Learning Units

- I. Dimensions of health
 - A. Components of health
 - B. The nation's health
 - C. Conventional vs. alternative medicine
- II. Psychological health
 - A. Personality development
 - B. Improving psychological health
 - C. Psychological (mental) illness
 - D. Suicide
- III. Stress management
 - A. Stressors
 - B. Stress responses
 - C. The impact of stress on health
 - D. Coping with stress
 - E. Stress management skills
- IV. Violence and abuse
 - A. How violence affects health

- B. Causes of violent behavior
 - C. Major types of violence and abuse
 - 1. Violence (sexual, family, community, institutional, and workplace)
 - 2. Sexual harassment
 - 3. Stalking
 - D. Prevention, avoidance and reporting of violence
- V. Reproductive health
- A. The male reproductive system
 - B. The female reproductive system
 - C. Pregnancy and human development
 - E. Contraception
- VI. Sexuality
- A. Human sexual behavior
 - B. Sexual dysfunctions
 - C. Culture and sexuality
 - D. Diversity in sexual behavior
 - E. Communication and romantic relationships
- VII. Drug use and abuse
- A. Psychoactive drugs
 - B. Stimulants and depressants
 - C. Opiates, marijuana, hallucinogens and inhalants
 - D. Over-the-counter drugs
 - E. Drug treatment and prevention
 - F. Alcohol
 - G. Tobacco
- VIII. Nutrition
- A. Basic nutrition principles
 - B. Nutrients
 - C. Planning a nutritious diet
 - D. Malnutrition
- IX. Body weight and management
- A. Obesity
 - B. Body Composition
 - C. Weight management
- X. Physical fitness
- A. Principles of physical fitness
 - B. Exercising for health and lifetime fitness
 - C. Incorporating a fitness lifestyle
- XI. Cardiovascular health

- A. Cardiovascular disease
- B. Risk factors
- C. Maintaining cardiovascular health

XII. Cancer

- A. Cancer development
- B. Cancer detection and treatment
- C. Reducing the risks

XIII. Infection, immunity, and noninfectious disease

- A. Noninfectious diseases
- B. The chain of infections (pathogens, transmission and the host)
- C. Immunity
- D. Sexually transmitted infections (STI's)
- E. Protection against STI's

XIV. Aging, dying and death

- A. Aging (the effects on physical, psychological and social health)
- B. Dying (the spiritual and emotional aspects of dying)
- C. Terminal care
- D. Death
- E. Grief

XV. Environmental health

- A. In the home (asbestos fibers, electromagnetic radiation)
- B. In the workplace (pesticides, toxic chemicals, indoor air pollution)
- C. In the outdoors (water, air and noise pollution)

Learning Activities

Learning activities will be assigned to assist the student to achieve the intended learning outcomes through lecture, instructor-led discussion, audio-visual aids, guest speakers, group activities, textbook reading assignments, health topic presentations, and other activities at the discretion of the instructor.

Grade Determination

The student will be graded on learning activities and assessment tasks. Grade determinants may include the following: exams, in-class assignments, presentations, and other methods of evaluation employed at the discretion of the instructor.