

# **COURSE SYLLABUS**

## **I. General Information**

### **1. Course Information**

a.	Faculty:	Theology
b.	Department:	Theology
c.	Course Code:	HEALT 8213
d.	Course Name:	Health Principles
e.	Number of credits:	2
f.	Prerequisite:	None
g.	Academic Year	2023-2024
h.	Semester:	Two
i.	Time:	Sunday at 18:00 -20:00
j.	Venue:	Gishushu Campus
k.	Technical Support:	Gishushu IT team

### **2. Instructors Information**

a.	Name:	Dr. Susana Tito
b.	Contact :	0725610452 - 0781212832
c.	Consultation Time:	Wednesday from 8:00 am to 10:00 am
d.	Location:	Offices at Masoro Campus

## **II. Course Description**

The course provides an introduction to important concepts of health which are composed of Physical, Psychological, Social, Spiritual and Philosophical dimensions. Students are assisted to identify unhealthy behavior and measures to correct them. This course is both theoretical and practical in nature. It is formulated for students with limited health background and principles taught will be anchored on scientific and Biblical rationale for commitment to personal health.

Practical assignments and demonstrations will be given as appropriate so that the student better understands how to apply principles and concepts learned inside the classroom

## **III. Learning Outcomes**

a	<ol style="list-style-type: none"> <li>1. Select appropriate resources for health information, critique the information provided and make applications to their personal life,</li> <li>2. Integrate the major dimensions of whole person health into their personal lifestyle.</li> <li>3. Incorporate biblical principles of health in their lifestyle.</li> <li>4. Assess new information on exercise and nutrition.</li> <li>5. Plan a balanced diet based on fundamental principles of nutrition</li> <li>6. Analyze scientific information on the side effects of legal and illegal drugs use.</li> <li>7. After critically examining the evidence, be able to make healthy and moral decisions for their life in regards to tobacco use, alcohol consumption, legal and illegal drugs.</li> <li>8. Design a complete exercise program that is individualized for their specific body type and needs.</li> <li>9. Identify and employ preventive measures of major communicable diseases</li> </ol>
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	10. Understand the principles of causation and prevention of the top 5 non communicable diseases
b	<b>Cognitive/intellectual skills/Application of knowledge</b> <ol style="list-style-type: none"> <li>1. Ascertain and apply sound scientifically supported natural remedies</li> <li>2. Ascertain the science-based and moral applications of various sexual choices and incorporate healthy decisions based on the evidence.</li> <li>3. Design and implement a personal health behavior plan.</li> </ol>
c	<b>Practical skills</b> <p>At the end of this module, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. . Utilize coping mechanisms in dealing with stressors.</li> <li>2. Understand and apply the physiological benefits of water, foods and exercise.</li> </ol>

#### IV. Indicative Content

Week	Date	Objectives	Content	Learning Activities
1	21-26 January	At the end of the class student will be able to: <ul style="list-style-type: none"> <li>- Understand the basis for informed choices.</li> <li>- Understand that choices is a gift from God.</li> </ul>	<b>CHAPTER 1: CHOICES</b> <p>Introduction</p> <ul style="list-style-type: none"> <li>- Presentation of the course</li> <li>- Intentionality is the key</li> <li>- Choices and freedom</li> <li>- A gift from God</li> <li>- Life application questions</li> </ul>	Organization of the group: WhatsApp
2	27-03 February	At the end of the class student will be able to: <ul style="list-style-type: none"> <li>- Understand the benefits of regular physical exercises</li> <li>- To learn types and levels of physical exercises</li> </ul>	<b>CHAPTER 2: EXERCISES</b> <ul style="list-style-type: none"> <li>- Physical exercises guidelines.</li> <li>- Musculoskeletal health</li> <li>- Cardiovascular diseases</li> <li>- Metabolic Health</li> <li>- Obesity and energy balance</li> <li>- Proper training clothing</li> <li>- Exercising faith</li> <li>- Life application questions</li> </ul>	Power Point Lesson

3	04-10 February	At the end of the class student will be able to: <ul style="list-style-type: none"> <li>- Understand the benefits of Water.</li> <li>- Explain the role of water for humans</li> <li>- Know how to calculate how much water we should take in a day.</li> </ul>	<b>CHAPTER 3: LIQUIDS</b> <ul style="list-style-type: none"> <li>- Water the liquid of life</li> <li>- How much water in needed to stay hydrated?</li> <li>- Water as cleansing agent</li> <li>- Appropriate concern for Earth's inhabitants</li> <li>- Water of life</li> <li>- Life application question</li> </ul>	1 <sup>st</sup> session of Practical physical exercises at the basketball field.
4	11-17 February	At the end of the class student will be able <ul style="list-style-type: none"> <li>- Identify any threats to the environment</li> <li>- Understand how the environment work.</li> <li>- Recognize how these issues can be prevented.</li> </ul>	<b>CHAPTER 4: ENVIRONMENT</b> <ul style="list-style-type: none"> <li>- Overpopulation: and environment concern?</li> <li>- Sustainable agriculture?</li> <li>- Deforestation</li> <li>- Food distribution</li> <li>- Climate change</li> <li>- Energy conservation</li> <li>- Pollution</li> <li>- Domestic and agricultural waste</li> <li>- Solar radiation</li> <li>- Internal Environment</li> <li>- Home environment</li> <li>- Life application question</li> </ul>	Get prepared for a quiz.
5	18 February		<b>1<sup>ST</sup> QUIZ</b>	
6	19-25 February	At the end of the class student will be able to: <ul style="list-style-type: none"> <li>- Understand the supernatural power.</li> <li>- The Health benefits of a believer.</li> <li>- To understand the spiritual and moral values.</li> </ul>	<b>CHAPTER 5: BELIEF</b> <ul style="list-style-type: none"> <li>- The power of belief</li> <li>- Improve quality of life</li> <li>- Stress issues</li> <li>- Benefits of prayer</li> <li>- Spiritual and moral values</li> <li>- Peace of mind</li> <li>- Life application questions</li> </ul>	

		- How to get peace of mid.		
7	26-03 March	<p>At the end of the class student will be able to:</p> <ul style="list-style-type: none"> <li>- Explain why sleep is important.</li> <li>- Describe the benefits of sleep</li> <li>- Provide facts about sleep.</li> <li>- To understand that rest was instituted by God.</li> </ul>	<p><b>CHAPTER 6: REST</b></p> <ul style="list-style-type: none"> <li>- Rest restores life</li> <li>- Sleep deprivation</li> <li>- Sleep debt</li> <li>- How much sleep do we need?</li> <li>- Stages of sleep</li> <li>- Steps of good night's sleep</li> <li>- Weekly and annual rest</li> <li>- Rest instituted by God</li> <li>- Life application questions</li> </ul>	Review the previous chapters for the Mid Term Exam
8	10 March		<b>MID TERM EXAM</b>	
9	11-17 March	<p>At the end of the class student will be able to:</p> <ul style="list-style-type: none"> <li>- Understand the health benefits of the air.</li> <li>- Define air pollution</li> <li>- Explain the sources of air pollution</li> <li>- Discuss and describe types of air pollution</li> <li>- To identify where we can get the best air.</li> </ul>	<p><b>CHAPTER 7: AIR</b></p> <ul style="list-style-type: none"> <li>- Air the bread of life</li> <li>- How does exercises change things?</li> <li>- Protecting our interest</li> <li>- Air pollution</li> <li>- Good posture</li> <li>- Diaphragmatic breathing</li> <li>- In the beginning</li> <li>- Life application question</li> </ul>	Group discussion about the sources of air pollution in Rwanda and how can we address this issues.
10	18-24 March	<p>At the end of the class student will be able to:</p> <ul style="list-style-type: none"> <li>- Explain what does it meant temperance.</li> <li>- To explain the health benefits of</li> </ul>	<p><b>CHAPTER 8 TEMPERANCE</b></p> <ul style="list-style-type: none"> <li>- The balance of life</li> <li>- The meaning of temperance</li> <li>- Alcohol consumption and the global health</li> <li>- Risk of alcohol addiction</li> <li>- Alcohol and cancer</li> </ul>	

		practicing temperance - To acknowledge the health consequences of alcohol and tobacco use.	- Alcohol and society - Alcohol and heart health - Killer tobacco - True balance in living - Life application questions	
11	25-31 March	At the end of the class student will be able to: - Understand the meaning of integrity. - Know how to show integrity and the importance of it.	<b>CHAPTER 9: INTEGRITY</b> - Truth in life - Integrity in Public health - Integrity and personal health - Act on principles, not opinions - Integrity can help us avoid problems - Mercy and forgiveness - Life application questions	Discussion in groups about the question: What happens when people live in accordance with these principle? In what ways does the integrity and lack of integrity affect our community and society?
7	01-07 April	At the end of the class student will be able to: - Describe strategies of maintaining and optimistic outlook. - Change negative into positive attitude to promote physical and emotional health. - Apply this principle in their daily life.	<b>CHAPTER 10: OPTIMISM AND HEALTH</b> - The joy of life - The impetus to keep going - Defining optimism - Laughter is a good medicine - Positive thoughts - Life application question	Review the lessons for the 2 <sup>nd</sup> quiz
8	21 April		<b>2<sup>nd</sup> QUIZ</b>	
9	22-28 April	At the end of the class student will be able to: - Define nutrition	<b>CHAPTER 11: NUTRITION</b> - The fuel of life	Preparing in groups a menu for a day recognizing the essential

		<ul style="list-style-type: none"> <li>- Evaluate foods in regards to nutritional values</li> <li>- Apply nutritional values to personal diet</li> <li>- Know and recognize the spiritual food</li> </ul>	<ul style="list-style-type: none"> <li>- The right body fuel</li> <li>- Understanding nutrition</li> <li>- Essential food groups</li> <li>- Guiding principles of food choices</li> <li>- Spiritual food</li> <li>- Life application questions</li> </ul>	groups of food available in Rwanda.
10	25-09 May	At the end of the class student will be able to: <ul style="list-style-type: none"> <li>- Define types of support</li> <li>- Understand the relationship between social support and positive health outcomes or well-being.</li> </ul>	<b>CHAPTER 12: SOCIAL SUPPORT AND SERVICE</b> <ul style="list-style-type: none"> <li>- The social side of our health</li> <li>- The support of family and friends</li> <li>- Support in the school</li> <li>- Support in the faith based community</li> <li>- Social support and recovery of diseases</li> <li>- Social support and works</li> <li>- Social support network</li> <li>- Life application questions</li> </ul>	Discussions on the presentations for those who couldn't come to physical exercises about a chosen Non Communicable Disease
11			<b>FINAL EXAMS STARTS</b>	.

## V. Methodological Strategies

### 1. Cognitive

a.	- Use of power point to fix the content in the memory of the student.
b.	- Discussions in groups on different topics.
c.	- Individual presentations and for those who cannot do the physical exercise.
	- Peer-reviewed journals, physical exercises and problem-solving activities.

### 2. Application

a.	- The student has to know how to plan a healthy lifestyle.
b.	- Apply the physiological benefits of water, foods and exercise.
c.	- Finally, quizzes and examinations will strengthen effective learning experience.

Etc...	
<b>3. Integration of faith and learning</b>	
a.	The Course itself is integrating faith.
b.	Biblical verses will be apply as bases of Health Principles given from the creation of this Earth by God so that the student better understands how to apply principles and concepts learned inside the classroom.
Etc ...	

## VI. Students Requirements

### 1. Introduction of Class and University Policies

Student should respect the polices and regulations for the AUCA University.

### 2. Class Management

a.	Attendance:	Record attendance every time when we have a class.
b.	Discipline:	Required from every student
c.	Code of Conduct:	Follow the Student Handbook
d.	Financial Clearance:	Clear the finances with the Department concerned.

## VII. Inclusive Education

We respect people with disabilities in our classes. Up to this time we do not have any case.

## VIII. Assessment Strategies

<b>Assignment, Quizzes, Participation, Projects :</b>	30%
<b>Mid Semester:</b>	30%
<b>Final Exam:</b>	40%

## IX. UNIT APPROVAL

FACULTY	HOD/DEAN	DATE
Theology	NGABO BIRIKUNZIRA JEROME	
	Acting Dean                      Signature:	

LIBRARY	ROBERT NIYOMWUNGERI Librarian Signature:
ICT	Dr SEBAENZI JASON Dean IT Signature:
QUALITY OFFICE	PROF MUNYAMASOKO CYEZE EMMANUEL DIRECTOR

	Signature:
<b>X. References</b>	
<b>1. Text Books</b>	
<p><b>. References</b></p> <ol style="list-style-type: none"> <li>1. Aileen Ludington, MD and Hans Diel, Dr HSc, MPH (2005), Health Power, third edition</li> <li>2. Dr Clemency Mitchell (2014), Understanding Nutrition , First edition</li> <li>3. FLORIDA HOSPITAL (2014) , CREATION HEALTH</li> <li>4. DR JULIAN MELGOSA (2007), Developing a healthy mind, First edition</li> <li>5. DR JULIAN MELGOSA (2006), Less stress, First edition</li> <li>6. DR RAMON GELABERT (2013), Diabetes prevention and treatment, First edition</li> <li>7. RAFAEL ESCANDON and Cesar Galvez (2006), Free from addictions, First edition</li> </ol>	
<b>2. Journals</b>	
<p>A. . <a href="http://www.nlm.nih.gov/">http://www.nlm.nih.gov/</a>  B. (<a href="http://www.hslls.pitt.edu/">http://www.hslls.pitt.edu/</a>)  C. (<a href="http://www.biomedcentral.com/browse/bysubject">http://www.biomedcentral.com/browse/bysubject</a>)</p>	
<b>3. Online Resources</b>	
<p>Searching from Google.</p> <ol style="list-style-type: none"> <li>1. General conference Adventist health ministry's  <a href="http://healthministries.com/celebrations_presentations">http://healthministries.com/celebrations_presentations</a></li> <li>2. <a href="https://www.adventist.org/en/vitality/health/">https://www.adventist.org/en/vitality/health/</a></li> <li>3. <a href="https://www.andrews.edu/~fortind/EGWHealthMessage2006.ppt">https://www.andrews.edu/~fortind/EGWHealthMessage2006.ppt</a></li> </ol>	



