

Las Positas College
3000 Campus Hill Drive
Livermore, CA 94551-7650
(925) 424-1000
(925) 443-0742 (Fax)

Course Outline for HLTH 1

INTRODUCTION TO HEALTH

Effective: Spring 2015

I. CATALOG DESCRIPTION:

HLTH 1 — INTRODUCTION TO HEALTH — 3.00 units

Physiological, psychological, and social perspectives of health. Emphasis on knowledge, attitudes, and behaviors that will contribute to a healthy individual.

3.00 Units Lecture

Grading Methods:

Letter or P/NP

Discipline:

| | MIN |
|-----------------------|------------|
| Lecture Hours: | 54.00 |
| Total Hours: | 54.00 |

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

IV. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

1. Describe effective steps individuals can take toward improving personal health.
2. Develop, implement and assess personal strategies for psychological well-being, physical fitness, diet/nutrition, reduction of chronic disease risk, and prevention of infectious diseases;
3. Evaluate his/her individual health status;
4. Explain health issues with correct use of anatomical and physiological terms;
5. Describe the components of health;
6. Summarize behaviors and attitudes that contribute to optimal health;
7. Identify methods for maintaining psychological health;
8. Describe risk factors and risk reduction strategies for chronic conditions including cancer, diabetes, cardiovascular disease, and other diseases;
9. Illustrate strategies for effective communication in healthy relationships;
10. Compare fertility management techniques;
11. Explain the consequences and risk reduction strategies of sexually transmitted infections, HIV/AIDS, and other infections;
12. Examine the consequences associated with alcohol, tobacco and other drugs;
13. Assess ways of preventing injury, violent situations, and victimization;
14. Describe risks environmental health risks communities face, including pollution and global climate change.
15. Explain aging and dying as a culmination of life choices;
16. Critically evaluate various sources of information about health;
17. Describe how to become an informed health care consumer;

V. CONTENT:

- A. Definition of health
 1. Health viewed as a state of wellness influenced by physical, psychological, social, environmental and spiritual behaviors
- B. Healthy behaviors
 1. Epidemiology of modern illness and disease
 2. Behaviors that lead to health and wellness
 3. Strategies for successful health behavior change
 4. Family health history
 5. Modifiable and unmodifiable risk factors for health
- C. Psychological Health
 1. Foundations of psychological health
 2. Recognizing psychological issues including suicide, depression, anxiety, sleep patterns
 3. Concept of psychoneuroimmunology
 4. Definition of stress
 5. Stress management
- D. Physical Fitness
 1. Physical activity and fitness
 2. Components of fitness
 3. Recommended frequency, intensity, duration, and mode for components of fitness

4. Target Heart Rate and methods of measuring exercise intensity
- E. Nutrition and Eating Patterns
 1. Basic nutrient needs
 2. Caloric needs
 3. Tools for making healthy nutrition choices
 4. Principles of weight management
- F. Causes and prevention of Cardiovascular Disease
 1. Definition of cardiovascular disease, atherosclerosis, stroke, hypertension
 2. Risk reduction strategies
- G. Causes and prevention of other Chronic Diseases
 1. Cancer, including causes and unregulated proliferation of cells
 2. Diabetes
- H. Infectious Diseases
 1. Modes of transmission
 2. Definitions and pathogenic agents
 3. Common infectious diseases
 4. Sexually transmitted infections
 5. HIV/AIDS
 6. Prophylaxis, treatment, immunizations
 7. Risk reduction strategies
- I. Sexual Health
 1. Biology of reproductive system
 2. Fertility management
- J. Drugs and Drug Use/Abuse
 1. Alcohol
 2. Tobacco
 3. Illegal drugs
 4. Medications
 5. Substance use and addiction
- K. Environmental Impact on Health
 1. Land, water, and air pollution
 2. Global climate change
 3. Personal behaviors that impact the environment
- L. Violence prevention
 1. Prevalence and risk factors
 2. Strategies to reduce risk
- M. Life Transitions
 1. Biology of aging, ageism, successful aging, stages of dying
 2. Grief and loss
- N. Health Care Consumerism
 1. Consumer awareness
 2. Evaluating the credibility of health information – written, verbal, web
 3. Accessing health care
 4. Health care delivery system – insurance, HMOs, fee-for-service
 5. Alternative/ Complementary care
 6. Patient rights and responsibilities

VI. METHODS OF INSTRUCTION:

- A. **Audio-visual Activity** -
- B. **Discussion** -
- C. **Lecture** -
- D. Large and small group discussions
- E. Individual and group skill building exercises and activities
- F. Assigned readings

VII. TYPICAL ASSIGNMENTS:

- A. Participate in lecture/discussions
 1. Students work in small groups to diagram biology of the reproductive system to review previous lecture and check for understanding
- B. Reading
 1. Read chapter on Nutrition and Healthy Eating in the text
- C. Skill-building exercises and projects
 1. Practice meditation for 10 minutes per day for 6 consecutive days. Write an assessment of the experience.
 2. Research the nutrient content of your favorite fast food meal and provide an analysis of its nutritional value using the federal standards as a guideline.
 3. Keep a two-day food diary and compare your food consumption patterns to the USDA Choose My Plate recommendations.
- D. Written assessment of the credibility of an health information source: Weigh factors to assess credibility of an health-related article.
- E. Course Project
 1. Develop, implement, and assess a project for changing a personal health behavior (i.e., smoking cessation, learn a relaxation method, improve nutritional intake, increase physical activity).

VIII. EVALUATION:

A. **Methods**

1. Exams/Tests
2. Quizzes
3. Research Projects
4. Papers
5. Oral Presentation
6. Projects
7. Group Projects
8. Class Participation
9. Class Work
10. Home Work
11. Other:

- a. Behavior Change Project in which students develop, implement and evaluate strategies for effective health-related behavior change over the course of the semester.

B. **Frequency**

1. Minimum of two midterms or multiple unit tests
2. Minimum of one research assignment, including requirement to utilize sources from relevant Library periodical database
3. Final examination or course presentation

IX. TYPICAL TEXTS:

1. Hales, Dianne. *An Invitation to Health: Build Your Future*. 15th ed., Wadsworth Cengage, 2013.
2. Donatelle, Rebecca. *Access to Health*. 13th ed., Pearson Education, Inc, 2014.

X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. Internet access