



SCHOOL OF HEALTH RELATED PROFESSIONS

University of Medicine & Dentistry of New Jersey

Department of Interdisciplinary Studies

Fundamentals of Health and Wellness

Course Description

This course provides a comprehensive overview of health and wellness. The impact of lifestyle choices on all aspects of personal health are discussed including physical, mental, emotional, social, and environmental. The course will explore topics related to nutrition, physical fitness, stress management, disease prevention, substance abuse, and healthy relationships. The information and skills necessary for making informed and healthful decisions to promote wellness will be discussed with an emphasis on self responsibility.

Credits/Modes of Instruction

This is a 3-credit undergraduate course in lecture format that relies on regular activities, assignments, and completion of weekly topics.

Instructor

The instructor will be a UMDNJ-SHRP faculty (or adjunct) member.

Course Goals and Objectives:

Goals

The goal of this course is to provide students with a basic foundation in health education, emphasizing application of the knowledge and skills learned to promote healthy behaviors and overall wellness.

Objectives

After completion of this course, students will be able to:

1. Provide a comprehensive definition of health and wellness.
2. Describe the impact of lifestyle choices on achieving personal health.
3. Identify key national public health initiatives and summarize their efforts.
4. Recognize opportunities for healthy behavior changes in their own lives and synthesize a behavior change plan.

5. Explain the dimensions of psychosocial health and their impact on overall health and wellness.
6. Summarize basic nutrition, fitness, and weight management guidelines that promote wellness.
7. Identify the health risks associated with unsafe sexual practices, substance abuse, and exposure to various environmental contaminants.
8. Outline the health issues of individuals throughout various life stages including childhood, pregnancy, and the elder years.
9. Describe the prevention methods and issues related to the most common infectious and chronic diseases in the U.S.
10. Explain why it is crucial to be proactive in one's own health care and itemize key factors to consider when making health care decisions.

Course Requirements

Requirements for Completion

Attendance is required to keep up with the information presented in class. Students will be expected to participate in classroom discussions and group activities. Each course unit will include readings, assignments, and a short quiz. In addition, successful completion the Health Behavior Change Project will be required. There will be a cumulative final exam based on class content and assigned readings.

Requirements	Weight
Attendance/Participation/Group Discussion	15%
Unit Assignments	25%
Unit Quizzes	25%
Health Behavior Change Project	15%
Final Examination	20%
Total	100%

Evaluation, Feedback and Grading

Evaluation/Assessment Methods –

- Attendance/Participation/Group Discussion – Students are expected to attend all classes and participate in classroom discussions and group activities.
- Unit Assignments – Each unit will have specific assignments geared to meet unit objectives. These assignments can be completed as homework or in class, as time permits.
- Unit Quizzes: Students will be required to take a 10 question quiz at the completion of each unit. Content will be based on lectures, readings, and classroom discussions/activities.
- Healthy Behavior Change Project – There will be one major project due at the end of the course. The objective of this project is to have students reflect on their personal health habits, identify opportunities for improvement based on all the information learned throughout the course, and synthesize a realistic behavior change plan.
- Final Examination – Successful completion of a cumulative final exam at the end of the course is required.

Feedback on Progress

Students will receive feedback on their performance on a regular basis. Quantitative and qualitative feedback will be provided for all assignments, quizzes/tests, and projects.

Grade Determination

The minimum level of satisfactory performance in this course is a 'C' or better. To receive a 'C' or better, students must first complete ALL course requirements specified above, including meeting the minimum attendance expectation. Based on the evaluations methods and criteria previously described, each requirement is then scored on a 0-100 point scale. The final letter grade is based on the weighted average of all requirements, as specified in the table below.

Upon successful completion of the course students will be eligible to take the Health Science Careers standardized exam to determine college credit.

High school students must attain a C (75) or better on the Fundamentals of Health and Wellness standardized exam to earn college credits. For Fundamentals of Health and Wellness, the UMDNJ grade listed on transcript will be comprised of 75% of the UMDNJ-SHRP standardized exam grade and 25% of the high school course grade.

Health Science Careers Program Grading System

Weighted Average of All Requirements	Final Letter Grade	Grade Quality Description
92-100	A	Excellent
87-91	B+	Very Good
83-86	B	Good
79-82	C+	Above Average
75-78	C	Satisfactory
70-74	D	Unsatisfactory
<73	F	Failing

Faculty/Student Honor Code

(Refer to your SHRP Student Handbook at http://shrp.umdny.edu/current_students/handbook.pdf)

The faculty of UMDNJ-School of Health Related Professions believe that students must observe and support high standards of honesty and integrity in all aspects of education, practice, and research. For this reason, all matriculated and non-matriculated students in this course are expected to abide by the School's Faculty/Student Honor Code and accept responsibility to help ensure that these standards are maintained by reporting violations of the Honor Code observed in others. All violations will be considered with gravest concern and may be punishable with sanctions as severe as suspension or dismissal.

General Learning Resources

Required Textbook(s)

Edlin, G., Golanty, E. Health and Wellness, 10th Edition. Boston, MA: Jones and Bartlett Publishers. 2010. (ISBN: 0763765937)

Other Required Learning Resources

Various website links will be provided in the Learning Resources section for each unit in the Course Schedule. Students are required to access these websites for completion of assigned readings and activities.

Recommended or Supplemental Learning Resources

Students are encouraged to read and utilize the various learning resources available at: www.health.jbpub.com/hwonline. This website supplements textbook content and provides another avenue for students to study course information.

Course Units/Schedule

Note: this schedule is a plan only, subject to change by the instructor as deemed necessary to achieve the course goals. Whenever possible, you will be notified in advance of any changes, especially those affecting course requirements or grading.

Unit/ Begin Date	Topical Outline	Learning Resources	Activities/Assignments/Evaluation
Unit 1	<p>Overview of Health and Wellness</p> <ul style="list-style-type: none"> • Define health and wellness • Identify the six dimensions of wellness • Describe and distinguish between the medical, environmental, and holistic models of health. • Explain how lifestyle choices impact morbidity and mortality rates. • Describe various health behavior change models • Identify Healthy People 2010 goals and objectives 	<p>Read Textbook Chapter 1</p> <p>Visit the following website link and review the content:</p> <ul style="list-style-type: none"> • Healthy People 2010: www.healthypeople2010.gov 	<p>- Complete readings</p> <p>- Unit Assignment 1.1: <u>My Definition of Health</u> (pg. 577)</p> <p>- Unit Assignment 1.2: <u>Understanding Healthy People 2010</u></p> <p>- Classroom Group Activity: Divide the class in groups and have each group work together to formulate a response to Critical Thinking Question #4 on pg. 21 of the textbook. Each group will present their ideas to the class and discuss.</p> <p>- Complete Unit Quiz</p>
Unit 2	<p>Psychosocial Health and Stress Management</p> <ul style="list-style-type: none"> • Describe the biological mechanisms of mind-body communication. • Define stress and describe the physiological, emotional, mental, and environmental components of it. • Identify common causes of 	<p>Read Textbook Chapters 2, 3, 4</p> <p>Visit the following website links and review their content:</p> <ul style="list-style-type: none"> • National Institute of Mental Health : http://www.nimh.nih.gov/index.shtml • Depression Website: 	<p>- Complete readings</p> <p>- Unit Assignment 2.1: <u>My Stressors</u> (pg. 611-612)</p> <p>- Unit Assignment 2.2: <u>My Definition of Mental Health</u> (pg. 633)</p> <p>- Unit Assignment 2.3: <u>Task and Time Management</u></p>

	<p>stress and state strategies for coping with it.</p> <ul style="list-style-type: none"> List and describe characteristics of a mentally healthy person. Describe the impact of positive thoughts and emotions on mental and physical health. Discuss anger and how to deal with it constructively. Describe common psychological disorders and their characteristics. Explain role of good sleep hygiene in promoting mental health. 	<p>http://www.depression.com/understanding_depression.html</p> <p>- Click on the link “See how depression affects the brain” and watch the video.</p>	<p>- Classroom Group Activity: Divide the class into groups and have each group select a mental health disorder from the National Institute of Mental Health website and prepare a short 5-minute oral presentation describing the disorder, its key characteristics, and available treatment options. (http://www.nimh.nih.gov/health/index.s.html) **Topics should be chosen in advance to allow students time to research and prepare their presentations as a group.</p> <p>- Complete Unit Quiz</p>
Unit 3	<p>Promoting Health through Good Nutrition</p> <ul style="list-style-type: none"> Summarize the various dietary guidelines put forth by the U.S. government and other health organizations. Discuss the basic nutrition recommendations of the Food Guide Pyramid and identify key differences in the updated 2005 version called MyPyramid. Utilize the MyPyramid website to analyze dietary intake and compare results 	<p>Read Textbook Chapter 5</p> <p>Visit the following website links and review their content:</p> <ul style="list-style-type: none"> MyPyramid Website: www.mypyramid.gov FDA Food Labeling and Nutrition: http://www.fda.gov/Food/LabelingNutrition/ConsumerInformation/ucm078889.htm 	<p>- Complete readings</p> <p>- Unit Assignment 3.1: <u>Dietary Analysis</u> (pg. 653)</p> <p>- Unit Assignment 3.2: <u>Chapter 5 Critical Thinking About Health Questions</u> (pg. 130)</p> <p>- Classroom Activity: Have the class complete the 12 question quiz available at the following website and then discuss the correct answers as a group. The second page of the pdf document provides the correct answers as</p>

	<p>to basic nutrition standards and recommendations.</p> <ul style="list-style-type: none"> • Evaluate a food item based on the information found on the ingredients label and nutrition facts label. • Describe the functions of the following: proteins, carbohydrates, lipids, vitamins, minerals, phytochemicals, and water. • Identify methods to keep foods safe and free of contamination during purchase, preparation, and storage. 		<p>well as an explanation for each. (http://cspinet.org/nah/10_06/calorie_ove_rkill.pdf)</p> <p>- Complete Unit Quiz</p>
Unit 4	<p>Weight Management</p> <ul style="list-style-type: none"> • Describe the current epidemic of overweight and obesity in the U.S. • Explain the health concerns associated with overweight and obesity. • Determine Body Mass Index (BMI) and discuss its significance. • Explain the concept of energy balance and how it relates to weight management. • Discuss common weight loss strategies and provide 	<p>Read Textbook Chapter 6</p> <p>Visit the following website link and review the content:</p> <ul style="list-style-type: none"> • The Obesity Society: http://www.obesity.org/information/factsheets.asp <p>View the Eating Disorders video “Thin” found at the following link:</p> <ul style="list-style-type: none"> • http://www.youtube.com/watch?v 	<p>- Complete readings</p> <p>- Unit Assignment 4.1: <u>Obesity Awareness Presentation</u></p> <p>- Unit Assignment 4.2: <u>My Body Image</u> (pg. 671)</p> <p>- Unit Assignment 4.3: <u>Impressions of Thin Video</u></p> <p>- Classroom Group Activity: Divide the class in groups. Assign each group Critical Thinking Question #1 or #2 (pg. 153) and have them work together to formulate a response. Each</p>

	<p>rationale for success versus failure.</p> <ul style="list-style-type: none"> List behavioral and environmental factors that influence weight status. Define and differentiate between the following eating disorders: anorexia nervosa, bulimia, and binge eating disorder. 	=U-N2Cv52gB8	<p>group will present their ideas to the class and discuss.</p> <p>- Complete Unit Quiz</p>
Unit 5	<p>Physical Fitness</p> <ul style="list-style-type: none"> Explain the physical and psychological benefits of physical activity. List and describe the six components of physical activity. Describe guidelines for integrating physical activity into one's life. Discuss strategies to prevent sports related injuries. Describe various performance enhancing substances and discuss health issues related to their use. 	Read Textbook Chapter 7	<p>- Complete readings</p> <p>- Unit Assignment 5.1: <u>Chapter 7 Critical Thinking About Health Questions</u> (pg. 178)</p> <p>- Unit Assignment 5.2: <u>MyPyramid Tracker - Physical Activity Analysis</u></p> <p>- Complete Unit Quiz</p>
Unit 6	Sexuality, Intimate Relationships, and Prevention of Sexually Transmitted Diseases	Read Textbook Chapters 8, 11	<p>- Complete readings</p> <p>- Unit Assignment 6.1:</p>

	<ul style="list-style-type: none"> • Describe various dimensions of human sexuality including physical, psychological, orientation, behavioral, and relationship. • Describe the structure and function of the male and female sex organs. • List common sexual difficulties and identify factors that contribute to them. • Explain the stages of development in an intimate relationship. • Recognize the importance of good communication for a healthy relationship. • Define the term sexually transmitted disease (STD) and give examples of some common STDs. • Identify risk factors associated with contracting STDs and discuss strategies for prevention. 		<p><u>Chapter 8 Critical Thinking About Health Questions</u> (pg. 202)</p> <p>- Unit Assignment 6.2: <u>My Relationship Values Essay</u> (pg. 711)</p> <p>Classroom Group Activity: Divide the class into four groups. Assign each group a Critical Thinking Question from pg. 261 in the textbook. Have each group discuss their question, formulate a response and present their ideas to the class.</p> <p>- Complete Unit Quiz</p>
Unit 7	<p>Birth Control, Pregnancy, and Parenthood</p> <ul style="list-style-type: none"> • Outline the stages of pregnancy from conception 	<p>Read Textbook Chapters 9, 10</p> <p>Visit the following website link and</p>	<p>- Complete readings</p> <p>- Unit Assignment 7.1: <u>Chapter 9 Critical Thinking About</u></p>

	<p>to birth.</p> <ul style="list-style-type: none"> • Use critical and creative thinking skills to develop an educational handout addressing the key health habits for promoting a healthy pregnancy. • Summarize the impact of drug and alcohol use on fetal development. • Describe the process of childbirth. • List the benefits of breastfeeding. • Compare and contrast the various contraceptive methods available. • Discuss the legal and moral aspects of abortion. 	<p>review the content:</p> <ul style="list-style-type: none"> • March of Dimes: www.marchofdimes.com 	<p><u>Health Questions</u> (pg. 222)</p> <p>- Unit Assignment 7.2: <u>Chapter 11 Critical Thinking About Health Questions</u> (pg. 244)</p> <p>- Unit Assignment 7.3: <u>Tips for a Healthy Pregnancy</u></p> <p>Classroom Activity: View the video, “<i>Fetal Alcohol Syndrome / How Drugs Deform Your Baby</i>” from the Department of Education at the following website:</p> <ul style="list-style-type: none"> • http://www.youtube.com/watch?v=nci7D8z7bN0 <p>- Complete Unit Quiz</p>
Unit 8	<p>Understanding the Immune System and Infectious Diseases</p> <ul style="list-style-type: none"> • Define the following terms: communicable disease, vector, immunizations, opportunistic infections, nosocomial disease, immune system, antibodies, antigens, and autoimmune diseases. • Identify and describe common infectious 	Read Textbook Chapter 12	<p>- Complete readings</p> <p>- Unit Assignment 8.1: <u>Chapter 12 Critical Thinking About Health Questions</u> (pg. 295)</p> <p>- Complete Unit Quiz</p>

	<p>diseases.</p> <ul style="list-style-type: none"> • Summarize the process by which the body protects itself from infectious diseases. • Describe the role of antibiotics in treating bacterial infections. • Discuss how immunizations prevent infections. • Explain how malfunctioning of the immune system causes autoimmune diseases and allergies. • Discuss cause, symptoms, treatment, and prevention of HIV/AIDS. 		
Unit 9	<p>Prevention and Management of Chronic Diseases</p> <ul style="list-style-type: none"> • Provide a definition of cancer and describe the most common types cancers in the United States. • Identify environmental and genetic causes of cancer. • Define cardiovascular disease, stroke, infarction, coronary heart disease, heart attack, and hypertension. • Describe the basic 	<p>Read Textbook Chapters 13,14</p> <p>Visit the following website links and review their content:</p> <ul style="list-style-type: none"> • National Cancer Institute: www.cancer.gov • American Diabetes Association: www.diabetes.org 	<p>- Complete readings</p> <p>- Unit Assignment 9.1: <u>Chapter 13 Critical Thinking About Health Questions #1 and #2</u> (pg. 318)</p> <p>- Unit Assignment 9.2: <u>My Plan to Prevent Chronic Disease</u></p> <p>Classroom Group Activity: Divide the class into groups and have each group discuss and formulate a response to Critical Thinking question #4</p>

	<p>physiology of the cardiovascular system.</p> <ul style="list-style-type: none"> • Identify the major risk factors for cardiovascular disease and distinguish between modifiable and unmodifiable risk factors. • List nutrition related strategies for lowering risk of cardiovascular disease. • Define and differentiate between Type 1, Type 2, and Gestational Diabetes. • Identify lifestyle risk factors for developing Type 2 diabetes. • Develop an action plan to prevent or lower risk for cancer, cardiovascular disease, and diabetes. 		<p>on pg. 318. Each group will present their ideas to the class.</p> <p>- Complete Unit Quiz</p>
Unit 10	<p>Alcohol, Drugs, and Tobacco</p> <ul style="list-style-type: none"> • Explain what a drug is and how functions in the body. • Discuss the role of the Food and Drug Administration (FDA) in drug approval. • Describe health issues related to overuse of legal drugs and illegal drug use in the United States. • Define and discuss the concepts of drug misuse, 	Read Textbook Chapters 16, 17, 18	<p>- Complete readings</p> <p>- Unit Assignment 10.1: <u>Chapter 16 Critical Thinking About Health Questions</u> (pg. 386)</p> <p>- Unit Assignment 10.2: <u>Chapter 18 Critical Thinking About Health Questions</u> (pg. 423)</p>

	<p>drug abuse, and addiction.</p> <ul style="list-style-type: none"> • Describe the different effects of the major classes of psychoactive drugs (stimulants, depressants, marijuana, hallucinogens, PCP, and inhalants). • Explain the physiological effects of tobacco use and discuss the health hazards related to smoking. • Describe the effects of second hand smoke on non-smokers, especially children and pregnant women. • Discuss strategies for smoking cessation. • Explain the immediate and long-term effects of alcohol consumption on the body. • Outline the process by which alcohol is absorbed and metabolized in the body. • Explain the phases of alcoholism. 		<p>Classroom Group Activity: Divide the class into groups and have each group discuss and formulate a response to Critical Thinking question #1 on pg. 405. Each group will present their ideas to the class.</p> <p>- Complete Unit Quiz</p>
Unit 11	<p>Making Healthcare Decisions</p> <ul style="list-style-type: none"> • Identify factors involved in making informed health care decisions. • Describe the U.S. health care system in terms of 	<p>Read Textbook Chapters 19, 20</p> <p>Visit the following website link and review the content:</p> <ul style="list-style-type: none"> • National Center for 	<p>- Complete readings</p> <p>- Unit Assignment 11.1: <u>Critical Thinking Questions – Chapter 19 (#1 and #4 on pg. 443) and Chapter 21 (#2 on pg. 461)</u></p>

	<p>health insurance providers, government support, health care costs, and quality of medical care.</p> <ul style="list-style-type: none"> • Describe the following terms and provide an example of each: conventional medicine, alternative medicine, complementary medicine, and integrative medicine. • List strategies for communicating effectively with a health care provider. 	<p>Complementary and Alternative Medicine (NCCAM): http://nccam.nih.gov/health/whatiscam/overview.htm</p>	<p>Classroom Activity: View the video “The Appointment” from www.HealthVideo.com under the Public Service Announcements link:</p> <ul style="list-style-type: none"> • http://www.healthmedia.com/index.htm#/402 <p>After watching the video, have a class discussion addressing the following questions:</p> <ul style="list-style-type: none"> • What are some reasons for ineffective communication between patients and health care professionals? (consider these issues: limited appointment times, self diagnosis given the vast amount of health information available on internet, authoritarian or patronizing attitudes of health care professional, and limited education level of patient) • What strategies can you employ to be proactive about your health care and communicate effectively with your health care provider? <p>- Complete Unit Quiz</p>
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Unit 12	<p>Personal Safety</p> <ul style="list-style-type: none"> List the most common causes of unintentional injuries in the U.S. and discuss strategies to prevent them. Describe various approaches for improving home and work safety. Discuss factors that contribute to domestic violence, child abuse, sexual violence, elder abuse, gang violence, and hate crimes. 	Read Textbook Chapters 21, 23	<p>- Complete readings</p> <p>- Unit Assignment 12.1: <u>Chapter 21 Critical Thinking About Health Questions #1 and #3</u> (pg. 481)</p> <p>- Unit Assignment 12.2: <u>Crime Protection Activity</u> (pg. 773)</p> <p>Classroom Group Activity: Divide the class into groups and assign each group Critical Thinking Question #1, #2, or #4 from pg. 521 in the textbook. Have each group discuss their question, formulate a response and present their ideas to the class.</p> <p>- Complete Unit Quiz</p>
Unit 13	<p>Challenges of Aging and End-of-Life Issues</p> <ul style="list-style-type: none"> Explain the process of aging in terms of mental, physical, and social changes. Describe some common health issues related to aging. Discuss strategies for healthful aging. Explain and discuss the 	Read Textbook Chapter 22	<p>- Complete readings</p> <p>- Unit Assignment 13.1: <u>Chapter 22 Critical Thinking About Health Questions</u> (pg. 503)</p> <p>- Complete Unit Quiz</p>

	<p>following end of life issues: advance directives, physician assisted suicide, palliative care, and hospice.</p>		
Unit 14	<p>Environmental Health</p> <ul style="list-style-type: none"> • Discuss the relationship between environment and health. • Describe factors related to air pollution and the consequences of greenhouse gases and ozone depletion. • Identify sources of water and land pollution that impact health status of individuals. • Explain what health issues are linked to pesticide contamination, toxic plastics, and radiation in the form of electromagnetic fields (EMFs). 	Read Textbook Chapter 24	<p>- Complete readings</p> <p>- Unit Assignment 14.1: <u>Chapter 24 Critical Thinking About Health Questions (#2, 3, 4)</u> (pg. 546)</p> <p>- Unit Assignment 14.2: <u>Environmental Awareness Questionnaire</u> (pg. 775)</p> <p>- Complete Unit Quiz</p>