

HED R101: HEALTH AND SOCIETY

Originator

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College

Oxnard College

Discipline (CB01A)

HED - Health Education

Course Number (CB01B)

R101

Course Title (CB02)

Health and Society

Banner/Short Title

Health and Society

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This course explores the nature and function of health in our society. An overview of major health concepts designed to contribute to the students' understanding of healthy living will be the focus of this course. Environmental health, communicable diseases, harmful substances, chronic and degenerative disease, fitness, personal relationships, mental health, reproduction and contraception, as well as consumer health will also be explored. Course is offered Pass/No Pass (P/NP) at student's option. Course is offered Pass/No Pass at student's option Transfer credit: CSU;UC.

Taxonomy of Programs (TOP) Code (CB03)

0837.00 - Health Education

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

Letter Graded

Alternate grading methods

Student Option- Letter/Pass

Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class**Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

Maximum Outside-of-Class Hours

105

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Student Learning Outcomes (CSLOs)**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|---|
| 1 | Identify diseases in personal family health history. |
| 2 | Track current diet and physical activity to analyze influence on personal health. |
| 3 | Rate each dimension of wellness and identify areas for behavior modification to improve overall health. |

Course Objectives**Upon satisfactory completion of the course, students will be able to:**

- | | |
|----|---|
| 1 | Discuss the six dimensions of wellness |
| 2 | Identify basic components of mental health |
| 3 | Identify signs of depression and treatment methods for depression |
| 4 | Analyze their own fitness levels |
| 5 | Illustrate knowledge of the components for developing overall fitness |
| 6 | Identify the cause of weight problems and the methods for proper management |
| 7 | Discuss the theories of addiction |
| 8 | Identify and discuss the physical, emotional and social damages caused by drug use in our society |
| 9 | Describe the primary diseases in the U.S. and the lifestyle causes that contribute to them |
| 10 | Describe behavior that results in sexually transmitted diseases |
| 11 | Describe precautions to prevent sexually transmitted diseases |
| 12 | Identify the method of pregnancy prevention |
| 13 | Define self-esteem and describe how it is developed or destroyed |
| 14 | Identify the components of health and health care systems |

Course Content

Lecture/Course Content

1. Health and Wellness
 - a. Definition of health and wellness
 - b. Dimensions of wellness
 - c. Making behavioral changes
2. Psychological Health
 - a. Basic components of mental health
 - b. Factors that influence psychological health
 - c. Psychological disorders
3. Stress management
 - a. Stress response
 - b. Effects of stress
 - c. Stress management techniques
4. Sleep
 - a. Effects of sleep
 - b. Function of sleep
 - c. Sleep disorders
5. Relationships and Sexuality
 - a. Intimate relationships
 - b. Characteristics of healthy relationships
 - c. Expressing sexuality
6. Reproductive Choices
 - a. Contraceptive methods
 - b. Pregnancy
 - c. Childbirth
7. Addiction and Drug Abuse
 - a. Process of addiction
 - b. Addictive behavior
 - c. Commonly abused drugs
 - d. Treatment approaches
8. Alcohol and Tobacco
 - a. Chemistry of alcohol
 - b. Absorption, metabolism, excretion
 - c. Blood alcohol content
 - d. Abuse and dependence
 - e. Effects of smoking
9. Nutrition
 - a. Essential nutrients
 - b. Components of a healthy diet
 - c. Food safety
10. Weight Management
 - a. Factors contributing to weight
 - b. Assessing body composition
 - c. Energy balance
 - d. Body Image
11. Physical Fitness
 - a. Benefits of exercise
 - b. Determine level of fitness
 - c. Components of physical fitness
 - d. Developing a fitness program
12. Cardiovascular Disease, Diabetes, and Cancer
 - a. Risk factors
 - b. Prevention strategies
 - c. Treatment options
13. Infectious Diseases and Sexually Transmitted Infections

- a. Body's defense mechanisms
 - b. Routes of transmission
 - c. Precautions to reduce risk
14. Healthcare Choices
- a. Self-care
 - b. Health insurance
 - c. Issues in today's health care system
 - d. Complementary and Alternative Medicine

Laboratory or Activity Content

None

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Problem solving exercises
Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Essays
Group projects
Individual projects
Journals
Objective exams
Oral presentations
Quizzes
Reports/papers
Research papers

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Computer-aided presentations
Collaborative group work
Class activities
Class discussions
Distance Education
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Internet research
Lecture
Role-playing
Small group activities

Describe specific examples of the methods the instructor will use:

1. The instructor will provide presentations and lectures on the various chapters from the textbooks including stress management, psychological health, chronic diseases, environmental health, and healthcare.
2. The instructor will provide the students with small group activities to increase engagement in course material. For example there will be a guided discussion on the physical, emotional, and social damages caused by drug use in our society.
3. Students will analyze their current health patterns to rate which areas of wellness they rank the highest in, and which areas they need improvement on.
4. Videos on topics and trends such as drug use and addiction, infectious diseases, and stress relief.
5. Guest Speakers from Clinicas will discuss methods of contraception and how to prevent sexually transmitted infections. The Mental Health Counselor will discuss issues of mental health and mental illness.

Representative Course Assignments

Writing Assignments

1. Wellness worksheets: These worksheets accompany the textbook and are used to students to evaluate their own level of health and wellness based on each chapter's topic. These worksheet will specifically address each dimension of wellness for the students to identify areas for behavior modification to improve their overall health
2. Exams: Students will have exams throughout the course covering each chapter of the assigned textbook. Exams will cover but are not limited to topics such as fitness, lifestyle management, psychological health, environmental health, reproductive choices, and infectious and chronic diseases.
3. Class Projects: Students will complete various class projects, which include but are not limited to creating a family health tree, creating an exercise journal, and creating a nutritional journal.
4. Group Projects: These include an oral presentation, visual aids, and an essay.
5. Journals

Critical Thinking Assignments

1. Participate in class and small group discussions debating the impact of health choices on our society.
2. Compare and contrast how different levels and physical activity levels and nutritional status affect the development of different chronic diseases.
3. Case studies highlight specific situations to help explore the possible lifestyle modifications to reduce disease risk or impact.

Reading Assignments

1. Textbook to prepare for participation in class discussions.
2. Internet articles may be utilized for notebooks and group projects.
3. Professional journal articles.

Skills Demonstrations

none

Outside Assignments

Representative Outside Assignments

1. Student Reading:
 - a. Textbook to prepare for participation in class discussion
 - b. Internet articles to augment textbook and for utilization in group projects
2. Wellness Worksheets:
 - a. Students are required to track their food intake throughout the semester in order to determine if they meet the My Plate guidelines for healthy eating.
 - b. Students are required to track their exercise activity throughout the semester in order to determine whether their level of activity is sufficient for developing and maintaining fitness.
 - c. Students will develop a family health tree as a tool to be used to stratify risk for common chronic diseases that run in their family, and identify lifestyle factors to mitigate their risk for developing those diseases.

Articulation

Comparable Courses within the VCCCD

HED V01 - Health and Wellness
HED M01 - Health and Society

District General Education**A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****D. Language and Rationality****E. Health and Physical Education/Kinesiology****E1. Health Education**

Approved

F. Ethnic Studies/Gender Studies**CSU GE-Breadth****Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****Area D: Social Sciences****Area E: Lifelong Learning and Self-Development****E Lifelong Learning and Self-Development**

Approved

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:**IGETC****Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

DescriptionDonatelle, J., Rebecca (2018). *Health - The Basics* (13th). New York City. Pearson.**Resource Type**

Other Instructional Materials

Description

Instructor's handouts.

Resource Type

Other Instructional Materials

Description

Online videos.

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact**Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
E-mail	E-mail, class announcements and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and district-provided email accounts.
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards will encourage various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course content. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.
Other DE (e.g., recorded lectures)	A variety of ADA compliant tools and media integrated within the learning management system to help students reach competency. Tools may include: recorded lectures, narrated slides, screencasts, online library resources, 3rd party (publisher-created) tools, websites and blogs, multimedia and streaming platforms like YouTube, Films on Demand, 3CMedia, Khan Academy, etc.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
E-mail	E-mail, class announcements and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and district-provided email accounts.
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Synchronous Dialog (e.g., online chat)	A set time each week may be provided when the instructor is available for synchronous chat to answer questions.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
E-mail	E-mail, class announcements and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and district-provided email accounts.
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Synchronous Dialog (e.g., online chat)	A set time each week may be provided when the instructor is available for synchronous chat to answer questions.
Face to Face (by student request; cannot be required)	The instructor may hold regularly scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online.

Video Conferencing

Video tools such as ConferZoom may be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Student-to-student group meetings will also be encouraged.

Examinations**Hybrid (1%–50% online) Modality**

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

HEALTH

Review and Approval Dates**Department Chair**

09/04/2020

Dean

09/07/2020

Technical Review

10/14/2020

Curriculum Committee

10/14/2020

Curriculum Committee

11/25/2020

CCCCO

MM/DD/YYYY

Control Number

CCC000574901

DOE/accreditation approval date

MM/DD/YYYY