HED R104: PERSONAL HEALTH AND WELLNESS

Originator
dfrehlich

College
Oxnard College

Discipline (CB01A)
HED - Health Education

Course Number (CB01B)
R104

Course Title (CB02)
Personal Health and Wellness

Banner/Short Title
Personal Health and Wellness

Credit Type
Credit

Start Term
Fall 2021

Catalog Course Description
This course focuses on the exploration of major health issues and behaviors in the various dimensions of health. Emphasis is placed on individual responsibility for personal health and the promotion of informed, positive health behaviors. Topics include nutrition, exercise, weight control, mental health, stress management, violence, substance abuse, reproductive health, disease prevention, aging, healthcare, and environmental hazards and safety.

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
May be required

Grading method
Letter Graded

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

Advisories on Recommended Preparation
ENGL R100 or ENGL R097

Entrance Skills
Entrance Skills
Write essays with college-level grammar.

Prerequisite Course Objectives
ENGL R097-Write essays with acceptable college-level grammar, syntax, spelling, and idiomatic usage
ENGL R100-Write essays with acceptable college-level grammar, syntax, spelling, and idiomatic usage.

Requisite Justification
Requisite Type
Advisory

Requisite
ENGL R097

Requisite Description
Course not in a sequence

Level of Scrutiny/Justification
Content review

Requisite Type
Advisory

Requisite
ENGL R100

Requisite Description
Course not in a sequence

Level of Scrutiny/Justification

Content review

Student Learning Outcomes (CSLOs)

	Upon satisfactory completion of the course, students will be able to:
1	The student will apply the results of a wellness assessment to create a behavior change contract.
2	The student will be able to analyze current diet and physical activity to make recommendations to improve personal health.
3	The student will create family health history to identify disease risk and modifiable variables to reduce overall disease risk and develop a preventative care plan.

Course Objectives

	Upon satisfactory completion of the course, students will be able to:
1	Describe the six dimensions of wellness (physical, emotional intellectual, social, spiritual, and environmental) and their interrelationship.
2	Distinguish the difference between personal health and public health.
3	Apply the dietary recommendations to diet planning throughout the lifecycle and in the promotion of fitness/physical activity, weight management, and disease prevention.
4	Identify fitness principles and exercise program components to improve cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.
5	Describe the role of stress and mental health in health promotion and disease prevention.
6	Recognize the stimulus leading to violence and be able to minimize its occurrence.
7	Describe the role of substance use and abuse in our society and its impact on the individual, the community, the economy and the social structure.
8	Analyze personal and family health as it relates to human sexuality, relationships, sexual orientation, and parenthood.
9	Identify and discuss specific preventative measures to reduce the risk of various diseases and infections, unintended pregnancies, violence, and addiction.
10	Examine the physiological, emotional, psychological and sexual aspects of aging.
11	Describe the inter-relationship between human beings and their environment.
12	Identify common practices and attitudes that contribute to accidents on a personal and community level and strategies that would reduce their occurrence.
13	Analyze the health care delivery system, including inequities and discrepancies.
14	Interpret and evaluate health and medical information from general and subject specific library and web sources.
15	Communicate orally and in writing in the scientific language of the discipline.
16	Analyze his/her lifestyle from a wellness perspective. In response, areas of personal behavior change will be identified and ideally, health-enhancing behaviors adopted.

Course Content

Lecture/Course Content

1. Dimensions of health and wellness
    a. Definition of health and wellness
    b. Dimension of wellness
    c. Defining America's health goals
    d. Making behavioral changes
2. Distinction between personal and public health
3. Nutrition Principles
    a. Relationship of nutritional status and fitness to health
    b. Dietary recommendations: food and nutrients
    c. Components of a healthy diet
    d. Reading food labels
4. Exercise/Physical Activity

   a. Benefits of exercise
   b. Determining your fitness level
   c. Components of physical fitness
   d. Choosing an exercise program
   e. Training principles
   f. Setting goals
5. Weight Management
   a. Body composition
   b. Overweight vs. over fat
   c. Components of fitness and fitness recommendations
   d. Factors that contribute to excess body fat
6. Mental health and disorders
   a. Spiritual wellbeing
   b. Emotional health issues
   c. Intimacy, sexuality and health
7. Stress Management
   a. Stress response
   b. General Adaptation Syndrome
   c. Physiologic and psychologic effects of stress
   d. Stress management techniques
8. Alcohol, tobacco, and other drugs
   a. The chemistry of alcohol
   b. Absorption, metabolism, and excretion
   c. Blood alcohol concentration
   d. Abuse and dependence
   e. The effects of smoking on the nonsmoker
   f. Basic pharmacology and harmful effects
   g. Alcohol, tobacco, OTC, Rx and other psychoactive drugs
   h. Substance abuse and addiction
   i. Definition of addiction
   j. Addictive behavior
   k. How drugs affect your body
9. Violence and prevention
   a. Intimate Relationships
   b. Communication and cultural diversity
   c. Principles of communication
   d. Nonverbal communication
   e. Conflict Resolution
10. Disease and prevention
   a. Chronic Diseases
      i. Physiologic process
      ii. Risk factors and prevention
      iii. Spirituality and healing
   b. Infectious Diseases
      i. Risk factors, treatments, symptoms and prevention of sexually transmitted infections
11. Aging and the later years
12. Health care delivery and medical care
13. Environmental hazards and safety
   a. Common environmental health concerns
   b. Population growth
   c. Climate change
   d. Role of individual and collective action in altering an ecosystem
14. Health and wellness information

Laboratory or Activity Content

n/a

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
Oral analysis/critiques
Objective exams
Oral presentations
Projects
Portfolios
Quizzes
Role playing
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
Case studies
Distance Education
Group discussions
Guest speakers
Internet research
Lecture

Describe specific examples of the methods the instructor will use:
1. Lecture and class discussion
2. Applied concept activities and assignments included in the text
3. Audio/visual and online presentations by the instructor, guest speakers, and students
4. Collaborative group work/activities and presentations
5. Internet research, problem solving, and readings

Representative Course Assignments

Writing Assignments
1. Notebook will demonstrate written knowledge from each of the chapters presented.
2. Worksheets will accompany each chapter.
3. Essays and short papers may accompany group projects.

Critical Thinking Assignments
1. Prescribe modifications to lifestyle, preventative health behaviors based on family health history and current behaviors.

Reading Assignments
1. Online website and journal study with subsequent reporting may be assigned.

Other assignments (if applicable)
1. Presentation of group projects.

Outside Assignments

Representative Outside Assignments
1. Family health history
2. Research of relevant health topics
3. Contraception recommendations based on given case studies

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

Description
Donatelle, R.J. (2017). *Access to Health* (15). Pearson, New York. 0134667069

Resource Type
Textbook

Description
Donatelle, R.J. (2016). *Health: The Basics, The Mastering Health Edition* (12). Pearson, New York. 0134183266

Resource Type
Other Resource Type

Description
Webmd.com.

Resource Type
Other Resource Type

Description
Health.com.

Resource Type
Other Instructional Materials

Description
1. Video Tapes: (a) Methamphetamine, The Crisis, (b) Body Watch: Weight Loss, (c) Moving Back Into Light - Depression

Resource Type
Other Instructional Materials

Description
DVD-The Weight of the Nation.

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
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.
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.
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
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.
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
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.
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

Hybrid (51%–99% online) Modality
Online

Primary Minimum Qualification
HEALTH

Review and Approval Dates

Department Chair
09/01/2020

Dean
09/01/2020

Technical Review
10/14/2020

Curriculum Committee
10/14/2020

Curriculum Committee
12/09/2020

CCCCO
MM/DD/YYYY

Control Number
CCC000237315

DOE/accreditation approval date
MM/DD/YYYY