Central Michigan University  
Herbert H. and Grace A. Dow College of Health Professions  
School of Health Sciences  
Master Syllabus

HSC  106    Healthy  Lifestyles         3(3-0)  
Design No.  Title               Credit/Mode

I. Bulletin Description:

Focus on individual health and wellness concepts from interdisciplinary perspectives. Designed to assist the individual in striving for lifelong learning about healthier lifestyles (University Program Subgroup IV-A).

II. Prerequisites: None

III. Rationale for the course: This course presents basic content to students with an overview of scientifically based, accurate and up-to-date information on variety of health topics.

IV. Textbook and other required materials to be furnished by the student:


V. Special requirements of the course: none

VI. General methodology used in teaching this course:
Lecture/discussion, small group work, guest speakers, Internet exploration, assigned readings, written behavior modification project, reflective journal, portfolio, blackboard computer program, and examinations.

VII. Course Objectives: Upon completion of this course students will be able to:

1. Drawing upon the scientific foundations of Health Education and Promotion, Psychology, Biology, and Medicine, identify methods of inquiry commonly used in the analysis of health issues and policies.
2. Identify scientifically-based health and wellness principles from various disciplines and evaluate their applicability to students’ own lives.
3. Discriminate between dimensions of health and explain their interrelatedness.
4. Define and correctly apply basic health concepts in each of the dimensions of health.
5. Analyze environmental, social, and cultural influences on health from a multi-disciplinary perspective.
6. Engage in problem-solving and self-diagnosis, e.g., evaluate psychological health, identify and modify behaviors leading to wellness and poor health, modify and/or assess
weight management strategies, develop a personalized exercise program, apply stress management techniques, and determine ways of protecting themselves from disease and injury.

7. Take responsibility for their own health by engaging in a personal behavior modification project that is aligned with a personal mission statement and consistent with behavior modification principles.

8. Establish a Wellness Portfolio, including five areas of inquiry regarding the dimensions of health.

VIII. Course Outline:

1. Introduction/Behavior Change Concepts
   Week 1
   An overview of dimensions of health and behavior modification principles. An introduction of methods of inquiry employed by Health Education and Promotion and Health Psychology, such as empiricism, scientific observation of behavior, policy research, and validation of health research through replication.

2. Psychological Health
   Week 2
   An introduction of behavioral, cognitive, and emotional factors of psychological health. An analysis of psychological health and disorders from the perspectives of two disciplines, Health Education and Promotion (a health enhancement approach) and Psychology (a diagnostic approach). An overview of the Wellness Portfolio.

3. Relationships and Communication
   Week 3
   An examination of healthy relationships, communication patterns, and conflict resolution strategies, drawing upon research in Social Psychology and Health Education and Promotion.

4. Personal Safety
   Week 3
   An overview of intentional and unintentional injuries and their prevention.

5. Sexuality, Pregnancy and Childbirth: Contraception and Conception
   Week 4

6. Psychoactive Drugs, Alcohol and Tobacco
   Week 5
   An overview of addictive behaviors, as defined by the National Center on Addiction and Substance Abuse. An analysis of risk factors leading to alcoholism, smoking, and drug abuse. A presentation of interdisciplinary perspectives on drug prevention and treatment.

7. Nutrition Basics
   Week 6
   An introduction to the motivation of hunger and eating (a psychological perspective) and Health Education and Promotion policies related to nutrition.
8. Exercise and Fitness  Week 7
An examination of the benefits of physical activity and its effects on cardio-respiratory system, muscular system, flexibility, and body composition. A presentation of exercise program design principles.

9. Weight Management  Week 8
An introduction of weight management concepts, obesity statistics, factors contributing to excess body fat, and weight management strategies. A discussion of psychological perspectives on slimness and obesity.

10. Cardiovascular Disease and Cancer  Weeks 9 & 10
A summary of key concepts, risk factors, and prevention of cardiovascular disease and cancer from health, medical and biological perspectives. An examination of relevant Health Education and Promotion policies and resources available through American Heart Association and National Cancer Institute.

11. Immunity and Infection  Weeks 11 & 12
An analysis of the biological bases of immunity and infection. An overview of medical and health education strategies for disease prevention.

12. Aging  Week 13
A comparison of physiological and psychological approaches to the study of aging, death and dying.

13. Conventional & Complementary Medicine: Skills for Health Care Consumers  Week 14
A critical analysis of conventional medicine, self-directed care, complementary medicine, quackery, and health fraud. Evaluation of health news: an analysis of empirical evidence and identification of methodological flaws (replication, sampling bias, social desirability bias, placebo effects, and experimenter bias).

14. Environmental Health  Week 15
A summary of environmental factors that impact health.

15. Final Examination  Week 16

IX. Evaluation:
1. Four objective exams, including the final exam- 75 points each (30%)

2. Behavior Modification Project- 250 points (25%*)- The students will apply concepts covered in class toward improving or sustaining any behavioral aspect of health. This writing intensive project requires a 3-page summary and critique of three scholarly articles from peer-reviewed journals and biweekly personal journal entries that document progress toward project goals and objectives. The final report will document progress toward the goals and objectives for behavior change in quantifiable terms; strategies used to achieve goals and objectives; and identification of antecedents, reinforcers, barriers and successes toward change.

3. Wellness Portfolio Project- 250 points (25%*)- Students will assemble a binder that contains a written critical analysis of the six dimensions of health and wellness. The goals of the assignment are to 1.) evaluate the quality of on-line resources of health (e.g., Centers for Disease...
Control and Prevention, National Institutes of Health, National Library of Medicine); 2) examine print advertisements specifically related to tobacco and alcohol; 3) explore controversial health prevention and treatment options; 4) participate in an individual stress reduction exercise; and 5) study the warning signs of violence and anger management techniques. Students will then synthesize materials included in the binder and submit a 3-5 page written analysis.

4. Weekly quizzes on Blackboard over previous week’s material- 200 points (20%)

*indicates meeting of 50% of writing across the curriculum for class assignments

X. Bibliography:


Centers for Disease Control and Prevention. 2001. Diagnosis and management of foodborne illnesses. MMWR Recommendations and Reports 50(RR-2).


Disability Statement
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