I. Bulletin Description

Individual and group health. Designed to assist students to live more effective and healthier lives through scientific knowledge, favorable attitudes, and desirable health habits.

II. Prerequisites

None

III. Rationale for Course Level

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. Textbooks and Other Materials to be Furnished by the Student


V. Special Requirements of the Course

None

VI. General Methodology

Lecture, discussion, small group discussion, guest speakers, internet exploration, assigned readings, written behavior modification project, reflective journal, and wellness portfolio.
VII. Course Objectives

The following meet the Content Guidelines/Standards of the Michigan State Board of Education for teacher certification will be met by successful completion of the Wellness Portfolio, Behavior Modification Project, the Wellness worksheets to accompany Core Concepts in Health, and through Internet exploration:

1. **Understand the health education content areas as they apply to social, mental, physical, and environmental health.** The content areas should include the prevention of injury and violence; alcohol and drug use prevention; tobacco use prevention; sexual health; nutrition; physical activity; emotional health; personal and consumer health; and community and environmental health. [1.1.2]
   - Relate and analyze principles of health to one’s personal life.
   - Assess his/her lifestyle and develop specific plans to improve personal health for lifelong learning about healthier lifestyle.
   - Define and describe component with practical application to personal health within each dimension of health.
   - Establish a personal mission statement that will:
     - Encourage a habit of focusing on what is important to the student
     - Provide a valuable basis from which to make decisions
     - Allows focus in life by defining destiny
     - Provides periodic opportunity for self-examination.
   - Assists student in learning to examine and solve problems through the intellectual process skills including practical application and analysis.

2. **Demonstrate strategies used to recognize, avoid and manage health and safety risks** [1.2.2]
   - Establish their Wellness Portfolio that will get them more involved in their own wellness and better prepared to implement personal behavior changes.

3. **Demonstrate the ability to solve problems, make decisions, and set goals related to personal health.** [1.2.3]

4. **Demonstrate strategies used to peacefully resolve conflict and prevent violence.** [1.2.4]

5. **Analyze the impact of disease, other health problems, medical advances and research on contemporary health practices and the prevention of disease.** [1.3.5]

6. Select valid and current sources of information and data, e.g., the Youth Risk Behavior Survey, the National Longitudinal Study of Adolescent Health. [2.1.1]

7. **Effectively use computerized sources of information and data.** [2.1.2]

8. **Access valid information sources.** [7.1.2]

9. Evaluate a broad range of personal and cultural values including the understanding of the American society and culture as related to health and health care.

10. Demonstrate skill in six of the eight College of Health Professionals Academic Quality Standards.
### VIII. Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
</tr>
</thead>
</table>
| 1    | Review syllabus, course overview  
Taking Charge of Your Health and Stress |
| 2    | Psychological Health  
*Introduce Behavior Modification Project in Small Group Labs* |
| 3    | Relationships and Communication and Personal Safety  
Introduce Wellness Portfolio |
| 4    | Sexuality, Pregnancy & Childbirth: Contraception & Abortion |
| 5    | Psychoactive Drugs Chapter 7 and Alcohol and Tobacco |
| 6    | Nutrition Basics |
| 7    | Exercise  
Wellness Portfolio Due in Large Lecture |
| 8    | Weight Management and Eating Disorders |
| 9    | Cardiovascular Disease and Cancer |
| 10   | Cardiovascular Disease and Cancer  
Behavior Modification Project Due in Large Lecture |
| 11   | Immunity and Infection |
| 12   | Immunity and Infection: Tattoos and Body Piercing |
| 13   | Aging |
| 14   | Complimentary Medicine |
| 15   | Environmental Health |
| 16   | FINAL EXAM |

### IX. Evaluation

Course Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Wellness Portfolio</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>Behavior Modification Project</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>4 Examinations 100 points each</td>
<td>400</td>
<td>40%</td>
</tr>
<tr>
<td>Pop Quizzes (75 questions 2 points each)</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>Lab participation (10 points each total of 150 points)</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td><strong>total points</strong></td>
<td>1000</td>
<td>100%</td>
</tr>
</tbody>
</table>
X. Bibliography


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

Centers for Disease Control and Prevention, National Immunization Program. 2000.


Youth Risk Behavior Survey. www.EMC.cmu.edu


Syllabus Prepared by:
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Signature
February 12, 2003
Date