I. Bulletin Description

One of two introductory content courses covering: tobacco, alcohol and drug use and prevention; growth and development; disease prevention; nutrition; and physical activity.

II. Prerequisites

Prerequisite: HSC 106
Co-requisite: HSC 106

III. Rationale for Course Level

This 200 level course will build on the personal health implications taught in HSC 106 toward school and community health perspectives regarding alcohol and drug use and prevention; disease prevention; tobacco use prevention; growth and development, nutrition; and physical activity. These content items are five of the ten health content areas, and Adolescent Risk Factors from the Center for Disease Control. This course and HSC 224 Basics in Health Concepts II provide a foundation on which a 300 and 400 level course will build.

IV. Textbooks and Other Materials to be Furnished by the Student


V. Special Requirements of the Course

None
VI. General Methodology

2. Student teaching/role playing.
3. Videos, guest speakers, etc.
4. Small/large group activities.

VII. Course Objectives

Upon successful completion of the course students will be able to:

1. Identify the basic structures, functions and interactions of human body systems, and how health behaviors impact them.
2. Explain the health education content areas as they apply to social, mental, physical, and environmental health. The content areas included are: alcohol and drug use prevention; tobacco use prevention; nutrition; and physical activity.
3. Demonstrate strategies used to recognize, avoid and manage health and safety risks.
4. Demonstrate the ability to solve problems, make decisions, and set goals related to personal health.
5. Identify developmentally appropriate health needs, health risks, and protective factors for young people.
6. Investigate social and personal factors influencing health behaviors of young people, e.g., family, peers, media, culture, environment, technology, and community norms.
7. Investigate the roles of knowledge, skills, self-efficacy, perception of risk, motivation and environmental support in changing behavior, as defined in the research.
8. Analyze the interrelationships of physical, intellectual, emotional and social health during childhood.
9. Analyze the impact of disease, other health problems, medical advances and research on contemporary health practices and the prevention of disease.
10. Determine the range of essential health concepts, information, and skills that are developmentally and culturally appropriate to the student population, and related to content areas.
11. Organize and prioritize the content areas comprising the scope of a program in a logical and developmentally appropriate sequence that includes the following components: alcohol and drug use prevention; tobacco use prevention; nutrition; physical activity; personal and consumer health; and community and environmental health.
12. Match a health need with valid information sources.
14. Demonstrate where and how to access resources for specific health needs.
15. Demonstrate components of effective instructional programs in physical activity and dietary behaviors and their interrelatedness.
16. Demonstrate age-appropriate content expectations for teaching youth positive dietary behaviors and physical activity.
17. Identify nutrition and physical activity practices that are important throughout life including life changes (pregnancy, aging, gender differences).
18. Demonstrate the impact of drug ATOD (alcohol, tobacco and other drugs) use on individuals, family members, schools and communities.
19. Analyze consumer, community and environmental health and their effect on behavior change.
20. Identify existing programs for content and skill development in physical activity, ATOD (alcohol, tobacco and other drugs).

VIII. Course Outline

| Week 1 | Introduction of syllabus, expectations and introduction  
|        | Introduction to Health and Wellness  
|        | Taking Charge of Your Health |
| Week 2 | Exercise for Health and Fitness  
|        | Physical Activity: Components and Benefits  
|        | Physical Activity Programs |
| Week 3 | Dietary Behaviors / Nutrition  
|        | Weight Management  
|        | Nutritional Health: Food Labels |
| Week 4 | Body Image  
|        | Eating Disorders  
|        | Effect of Media |
| Week 5 | Disease Prevention & Control  
|        | • Cardiovascular Health  
|        | • Cancer  
|        | o Cancer screening procedures |
| Week 6 | Disease Prevention & Control  
|        | • Immunity and infection  
|        | o Immunizations  
|        | • Influenza |
| Week 7 | Sexually transmitted infection  
|        | HIV/AIDS testing |
| Week 8 | Addictions  
|        | • Addictive behaviors  
|        | • The influence of advertising |
| Week 9 | Use and Abuse of Psychoactive Drugs |
| Week 10 | Psychoactive Drug Use Prevention |
| Week 11 | Tobacco- As Related to Disease |
| Week 12 | Toward a Tobacco-Free Society |
| Week 13 | Responsible Use of Alcohol - Effects of alcohol on the body |
| Week 14 | Alcohol - Effects of alcohol on society |
| Week 15 | Growth and Development  
|        | • The aging process  
|        | • Dying and death |
| Week 16 | Final Exam |
IX. Evaluation

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<td>Attendance</td>
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Total Possible 600 Points

X. Bibliography


Cottrell, Randall, Leslie McClamrock, and Amy Bernard. "Melanoma Knowledge and Sun Protection Attitudes and Behaviors Among College Student by Gender and Skin Type." *American Journal of Health Education* 36 (2005): 274-278.


Syllabus Prepared By:

Su Nottingham __________________________________________
Name

_______________________________________________________
Signature

October 13, 2008 _________________________________________
Date