Course: HE 102 – Health, Behavior and Society

Pre-requisites and Co-requisites: COREQ BE122 OR BE226

Hours and credits: 2 credit hours

Course Description: This fundamental course focuses on the relationship between health and human behavior by exploring the psychological, biological, and socio-cultural perspectives of health. Topics for discussion emphasize disease prevention and lifelong health promotion for the individual and the community. Learning experiences are designed to enable students to develop analytical reasoning skills in order to make informed health decisions and to promote and maintain wellness across diverse cultures. This course will examine major health areas of importance to the individual and society including nutrition, mental health, stress, sexuality, exercise science and addictions.

Curriculum/curricula: HE 102 is a general education required course for the following majors: A.A., Associates in Arts; A.A, Associates in Liberal Arts; and A.S., Associates in Science.

General Education Objectives

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<tr>
<th>General educational objectives addressed by this course</th>
<th>Briefly describe activities in the course which help students meet each of these general education objectives</th>
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<tr>
<td>1. Students will communicate effectively through reading, writing, listening and speaking.</td>
<td>Students will conduct a literature review on a health research topic that demonstrates critical thinking and critical reading skills in order to promote and maintain wellness of target populations across the life process.</td>
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<td>2. Students will use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions.</td>
<td>Students will choose a health behavior they wish to change or improve. Based on the use of models for health behavior change and the scientific method, students will devise a plan on how best to make these changes or improvements.</td>
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<td>3. Students will integrate knowledge and skills in their program of study.</td>
<td>Students will incorporate concepts from a variety of science and social science disciplines including, biology, psychology, sociology, history and philosophy to the study of health education.</td>
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<td>4. Students will use information management and technology skills effectively for academic research and lifelong learning.</td>
<td>Students use health concepts discussed in class, literature and audio/visual resources and personal experiences to perform research on various health topics.</td>
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Course Objectives

1. Students will describe the foundational principles of disease prevention and health promotion.
2. Students will describe the fundamentals of the science of nutrition.
3. Students will describe the fundamentals of exercise science.
4. Students will discuss the symptoms, causes, consequences and prevention of chronic stress.
5. Students will discuss the most common mental disorders.
6. Students will identify the symptoms, causes, treatment and prevention for addictive behaviors.
7. Students will explain the impact of public health on various health behaviors.
8. Students will identify sexually transmitted infections (STI) and contraceptive methods.
9. Students will discuss the current leading causes and preventable causes of death.
10. Students will discuss the current environmental health issues affecting our planet.

Student Learning Outcomes

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Learning Outcomes</th>
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| 1. Students will describe the foundational principles of disease prevention and health promotion. | a. Students will define and describe disease prevention, health promotion and the use of the scientific method.  
b. Students will describe and discuss the models for health behavior change. |
| 2. Students will describe the fundamentals of the science of nutrition. | a. Students will list and define the various nutrients, including, different types of fat.  
b. Students will describe the components of a healthy eating plan. |
| 3. Students will describe the fundamentals of exercise science. | a. Students will describe different types of exercise and the effects of exercise on the body.  
b. Students will describe the components of an exercise program. |
| 4. Students will discuss the symptoms, causes, consequences and prevention of chronic stress. | a. Students will describe the effects of stress on the body.  
b. Students will discuss ways in which to manage and reduce stress.  
c. Students will demonstrate stress reduction techniques. |
| 5. Students will discuss the most common mental disorders. | a. Students will define and describe various types of depression.  
b. Students will describe treatment options for various mental disorders. |
| 6. Students will identify and describe the symptoms, causes, treatment and prevention for addictive behaviors. | a. Students will identify various types of addictive behaviors.  
b. Students will describe the treatment and recovery process from addiction. |
| 7. Students will explain the impact of public health on various health behaviors. | a. Students will discuss the effectiveness of public health efforts to reduce smoking and obesity rates.  
b. Students will describe the determinants of health to reduce morbidity and mortality rates in diverse populations. |
8. Students will identify sexually transmitted infections (STI) and contraceptive methods.

9. Students will discuss the current leading causes and preventable causes of death.

10. Students will discuss the current environmental health issues affecting our planet.

Summary of main topics covered in the course

1. Foundational Principles of Health – discussion of disease prevention and health promotion; the determinants of health and the use of the scientific method in health, and the components of how to make successful health behavior changes.

2. Nutrition – provides the basic fundamentals of the science of nutrition and describes techniques for healthy eating.

3. Fitness - provides the basic fundamentals of the exercise science and describes techniques for regular exercise.

4. Obesity and Weight Management – discusses the current obesity epidemic and the chronic diseases associated with obesity, including, diabetes, heart disease and stroke; provides methods for long-term weight reduction.

5. Stress Management – describes the effects of stress on the body; discusses ways in which to manage and reduce stress; demonstrates stress reduction techniques.

6. Mental Disorders – defines and describes various types of depression; describes treatment options for various mental disorders.

7. Drugs, Alcohol & Addiction – describes various types of drugs, alcohol and other addictive behaviors; describes treatment options for recovery from addiction.

8. Contraception and Sexually Transmitted Infections – identifies and describes the various methods of contraception and types of sexually transmitted infections.

9. Public and Community Health - the impact of public health to encourage, maintain and improve people in diverse communities.

10. Environmental Health - defines and describes global warming and climate change; identifies methods to reduce waste; describes use of alternative energy sources.
Recommended Required Texts


Recommended Bibliography


Web Resources

WebMD
http://www.webmd.com

Health Science in the Washington Post (Every Tuesday):

The Health Section, in the New York Times (Every Tuesday):
www.nytimes.com click “Health” on Left column of home page
Methods by which student learning will be evaluated

1. Course Assessment
2. Examinations
3. Writing assignments, including reflection papers
4. Behavior change project: includes goal setting and self-monitoring
5. Health research paper
6. Participation in high impact educational strategies such as, writing intensive, learning communities, e-portfolio, and service learning.

Low-stakes writing assignments:
7. One-minute paper on the most compelling part of the lesson.
8. Short paragraph on what concept the student had the most difficulty.

Academic Integrity

Examples of integrity violations include:
- Copying from another student’s examination paper OR allowing another student to copy from your examination paper.
- Any form of communication between students during an exam.
- Using any device for cheating purposes (cell phones, calculators).
- Attempting to obtain or disseminate the content of an examination before the examination is administered by the professor.
- Participating in any academic exercise (test) using the alias of another student OR permitting someone else to do this for you.
- Using someone else’s words, ideas or data without acknowledging the source.

Consequences for violations:
Assignment of a failing grade (F) for the work in question.
Dismissal from the course and assignment of a grade of an F.
Expulsion from the College and CUNY.