Queensborough Community College

Department: Health, Physical Education & Dance Department

Course: HE 107 – Mental Health: Understanding Your Behavior

Pre-requisites and Co-requisites: HE-101 or HE-102 or SS-510 (The HE-101 or HE-102 prerequisite is not required for students in the Nursing curriculum or for veterans.)

Hours and credits: 3 credit hours

Course Description: An opportunity for students to develop a better understanding of their behavior and adjustment to life situations. Attention given to personal approaches to problem-solving and evaluating available outside resources. Participation is required in at least one course-related field trip to be arranged by the instructor.

Curriculum/curricula: HE 107 is an elective course for A.A., Associates in Arts; A.A., Associates of Liberal Arts; and A.S. Associates in Science. It is also a suggested course for students planning to continue in health sciences.

General Education Objectives

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<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 produce a literature review of a health behavior topic by gathering, interpreting and assessing information from a variety of sources and points of view.</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 select a mental health behavior and identify and apply various theoretical models of human behavior to describe the prevention and treatment of this behavior and the promotion of mental health.</td>
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<td>3. Students will integrate knowledge and skills in their program of study.</td>
<td>Students will visit a mental healthcare facility or interview a mental health professional and describe the health factors that influence human behavior.</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 will articulate the ethical uses, validity and reliability of various sources of health behavior information to respond to problems and questions.</td>
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Course Objectives and Student Learning Outcomes

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<tr>
<th>Course Objectives</th>
<th>Learning Outcomes</th>
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<td>1. Students will identify and evaluate various theories of human behavior.</td>
<td>a. A student will identify and evaluate behavior theories and various theories related to health behavior outcomes.</td>
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<tr>
<td>2. Students will identify and apply</td>
<td>b. A student will describe and discuss the theoretical models for behavior change.</td>
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| Psychological concepts to assess the individual, physical and social environmental factors that influence human health behavior. | Interactions between the individual, social environment and behavior that influence health outcomes.  
b. A student will describe various health concepts including, self-regulation, motivation and self-efficacy on health behavior. |
|---|---|
| 3. Students will discuss maladaptive behaviors and mental health disorders affecting individuals and society. | c. A student will identify and describe various maladaptive behaviors and mental health disorders.  
d. A student will discuss various prevention and treatment methods for maladaptive behaviors and mental health disorders. |
| 4. Students will evaluate the diagnosis, treatment and prevention methods of specific types of maladaptive behaviors and mental health disorders. | a. A student will describe the procedures for diagnosis and treatment of specific maladaptive behaviors and mental health disorders.  
b. A student will evaluate the effectiveness of methods used to diagnose, treat, and prevent various maladaptive behaviors and mental health disorders.  
c. A student will discuss the impact of specific maladaptive behaviors and mental health disorders on the individual and society. |
| 5. Students will describe clinical and personal approaches to used improve health behavior. | a. A student will describe clinical methods of assessing health behavior.  
b. A student will describe cognitive behavior therapy as treatment for various behavioral health conditions.  
c. A student will describe the process of self-regulation to improve health behavior. |
| 6. Students will identify local, national and global trends of mental health disorders and analyze their impact on individual and collective-decision making. | a. A student will identify and describe the incidence and prevalence of various mental health disorders.  
b. A student will discuss the effectiveness of public health efforts to reduce rates of mental health disorders among various populations. |
| 7. Students will describe the process of conducting research on human health behaviors and their ethical considerations. | a. A student will describe various research methods used to conduct research on human health behavior.  
b. A student will discuss ethical and unethical practices of conducting health behavior research. |
Summary of main topics covered in the course:

1. **Introduction to Human Behavior** – a discussion of the psychological, social and cultural determinants of human behavior. Introduction to the theoretical models and interventions for effecting behavior change.


3. **Individual, Society and Behavior** – an examination of the reciprocal interactions between the individual, social environment and behavior that influence health outcomes.

4. **Approaches to Mental Health** - a discussion of the various clinical and personal approaches to improve behavioral health. Various approaches such as, cognitive behavior therapy, self-regulation and rational-emotive behavior therapy.

5. **Maladaptive Behavior and Mental Health Disorders** – an overview of specific maladaptive behaviors and mental health disorders, such as, chronic stress, fear, anger, loneliness, learned helplessness, anxiety disorders, depression, bipolar disorder and addictions.

6. **Mental Health Assessment**– a discussion of various mental health assessment methods and their effectiveness to identify maladaptive health behaviors.

7. **Diagnosis and Treatment**– a discussion of the diagnosis and treatment of specific mental health disorders and their effectiveness.

8. **Prevention** – A discussion of the personal methods used to prevent maladaptive behaviors and various mental health disorders and their effectiveness.

9. **Public Health Efforts** – a discussion of the incidence and prevalence rates of various mental health disorders and the methods used to reduce mental health disorders and promote mental health among various populations. A discussion of the impact of maladaptive behavior and various mental health disorders on the individual and society.

10. **Conducting Research on Human Health Behavior** – a discussion of the various methods and research designs used to conduct human health behavior research; a discussion of ethical and unethical considerations for human behavior research.
Example Texts/Readings/Bibliography Recommended for the Course:


Web Resources:
WebMD  
http://www.webmd.com
American Psychiatric Association  
http://www.psych.com
American Psychological Association  
http://www.apa.org

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:
Academic integrity is taken extremely seriously and is expected of all students. All assignments must be the original work of the student (or partners or group, if applicable). All questions or concerns regarding ethical conduct should be brought to the course instructor. “It is the official policy of the College that all acts or attempted acts that are violations of academic integrity be reported to the Office of Student Affairs (OSA). At the faculty member’s discretion and with the concurrence of the student or students involved, some cases, though reported to the OSA, may be resolved within the confines of the course and department. The instructor has the authority to adjust the offender’s grades as deemed appropriate, including assigning an F to the assignment or exercise or, in more serious cases, an F to the student for the entire course” (QCC Academic Integrity Policy).

Accommodations for Students with Disabilities:
Any student who needs specific accommodations based on the impact of a disability should register with the office of Services for Students with Disabilities (SSD) to be eligible for accommodations that are determined on an individual basis. The SSD office is located in the Science Building, room S132 (718-631-6257). Students should also contact their instructor privately to discuss their specific needs.