

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: HLTH 206
Course Title: Personal Health

Year: 2018-2019
Credit Hours: 3

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

Isolates some of the most perplexing health-related problems, and provides opinions, data, and facts to help students make decisions to optimize their personal health. Topics include promoting health behavior change, psychosocial health, managing stress, violence and abuse, human sexuality, nutrition, weight management, personal fitness, addictions and addictive behavior, alcohol, tobacco and caffeine, illicit drugs, cardiovascular disease, cancer, infectious diseases, sexually transmitted infections, noninfectious conditions, healthy aging, environmental health, consumerism and complementary and alternative medicine. Prerequisites: Prior completion or concurrent enrollment in ENGL 100 and RDNG 116 if required by placement testing. 3 Cr. (3 Lec.) Fall and spring semesters.

Course Context/Audience

This course may be used as an unrestricted elective in any program.

Basic Skills/Entry Level Expectations

- Writing:** WC College level writing skills are required. See course co-requisites or pre-requisites.
Math: M0 Course requires very little or no math.
Reading: R3 Course may be taken concurrently with RDNG 116.
Other: Previous library experience would be helpful, but is not required.

Course Goals

1. Students will be introduced to the TC3 Fitness Center operation and become familiar with each piece of conditioning equipment. A Fitness Center Progress Chart will be discussed in depth, and students will be encouraged to become Fitness Center members.
2. Students will be prepared to analyze and practice in their everyday living the elements of good health and physical fitness.

Course Objectives/Topics

Objective/Topic	% Course
Health, Wellness and Finding the Right Balance	15%
Creating Healthy and Caring Relationships	15%

Choosing a Healthy Lifestyle	15%
Avoiding Risks From Harmful Habits	15%
Preventing and Fighting Disease	15%
Facing Life's Challenges [Healthy Aging, Dying and Death, Injury Prevention, Emergency Care, Safety Education, Violence Prevention, Dangerous Environments]	15%
Exams [Five]	10-50%

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ develop meaningful questions to address problems or issues. ➤ gather, interpret, and evaluate relevant sources of information. ➤ reach informed conclusions and solutions. ➤ consider analytically the viewpoints of self and others. 	<p>Students will develop and critique meaningful questions to address issues pertinent to case studies presented that are relevant to course content.</p> <p>Students will gather interpret and evaluated information to assess their progress in the course. They will learn to use the Likert Scales and pre- and post-attitudinal studies, graphing and content-specific continuum methods to determine their personal positions/status relative to a wide range of pertinent issues</p> <p>Students will reach informed conclusions and formulate solutions for new personal goals and objectives with an intense focus on personal improvement, implementing discoveries developed in classroom sessions.</p> <p>Students will consider analytically the viewpoints of self and others on a daily basis. TC3 has students from more than 60 countries around the world. Diversity is our campus strength inside and outside the classroom.</p>
SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> ➤ Students will begin to understand how their lives are shaped by the complex world in which they live. ➤ Students will understand that their actions have social, economic and environmental consequences. 	<p>Students will begin or continue to understand and appreciate how their lives are shaped by the complex world in which they live by experiencing first-hand the value of the civilized campus, village, county, state and national environment we all create and share together.</p> <p>Students will understand that their actions (behavior) have social, economic, and environmental consequences for themselves and others, or may become pathways to bright, meaningful, exciting reasons for life satisfaction. Goal one is to learn to age successfully. Character education is the predictor of success in a civilized world.</p>

Instructional Methods

The instructor should use multimedia presentations, large group lecture, small group work, student presentations, invited guest speakers, internet/website searches, and selected instructional videos.

Methods of Assessment/Evaluation

Method	% Course Grade
Five Exams	50%
Written critiques or other class assignments	25%
Term Paper or Special Project Assignment	25%

Text(s)

Access to Health, Rebecca J. Donatelle, 12th edition, © 2012 Pearson Publishing.

Required

Bibliography

No print resources specified

Other Learning Resources**Audiovisual**

Video: Fit or Fat (40 minutes)

DVD: The Dark Side of the Sun-Practice Safe Sun (40 minutes)

DVD: Eating Disorders-New Approaches to Treatment (42 minutes)

Additional visual aids as they become available and are appropriate for the college population.

Electronic

Resource CD-ROM compatible with Access to Health, 9th Edition

Discovery Health Channel CD-ROM Health & Wellness Lecture Launcher

www.acsm.org (American College of Sports Medicine ACSM)

www.webmd.com (WEBMD)

www.health.gov/healthypeople/publications.com (Healthy People 2010 Report)

www.aahperd.org (American Alliance for Health, Physical Education, Recreation and Dance - AAHPERD)

www.cooperfitness.com (Cooper Fitness Center)

www.nejm.org (New England Journal of Medicine)

www.nationalwellness.org (National Wellness Institute)

www.healthway.gov (Health Way)

www.cdc.gov (Center for Disease Control & Prevention)

Other