

Tompkins Cortland Community College

**Master Course Syllabus**

**Course Discipline and Number: HLTH 206**

**Year: 2021-2022**

**Course Title: Personal Health**

**Credit Hours: 3**

**I. Course Description:** This course 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, 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 of, or concurrent enrollment in, ENGL 100 if required by placement. 3 Cr. (3 Lec.) Fall and spring semesters.

**II. Additional Course Information:**

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| 1. This course may be used as an unrestricted elective in any program. |
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**III. Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

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| 1. Evaluate their own personal health and identify a plan for change if needed.   |
| 2. Communicate their opinions regarding personal health issues effectively, taking into consideration audience and purpose. |
| 3. Use information and critical reasoning to examine data and information regarding personal health issues.                 |

**IV. Tompkins Cortland General Education & SUNY Competency Goals**

**Critical thinking (Tompkins Cortland GE Goal; SUNY Competency)**

Students read information regarding personal health issues and discuss their opinions in discussion posts and write a final paper examining one personal health issue.

**Social/Global Awareness**

**Information Management**

This course does not address either of these Tompkins Cortland or SUNY General Education Goals.

**V. Essential Topics/Themes**

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| 1. Personal Health, Wellness, and Finding the Right Balance |
| 2. Creating Healthy and Caring Relationships                |

3. Avoiding Risks from Harmful Habits
4. Preventing and Fighting Disease
5. Facing Life's Challenges: Healthy Aging, Dying and Death, Injury Prevention, Violence Prevention, Dangerous Environments

## VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Writing Assignments	40-50%
2. Discussion Questions	20-30%
3. Quizzes	0-10%
4. Final paper	10-20%

## VII. Texts – Required    Recommended    Used for more than one course (list courses)

Choose one of the following:

1. OER – consult with Department Chair for recommended sources
2. <i>Access to Health</i> . Donatelle, Rebecca J. & Ketcham, Patricia. 15 <sup>th</sup> ed., 2017. Pearson Publishing. ISBN-13: 978-0134516257

*Editions listed are current as of date of syllabus. More recent editions may be used.*

## VIII. Bibliography of Supplemental Materials

1. <a href="http://www.cdc.gov">www.cdc.gov</a> (Center for Disease Control & Prevention)
2. <a href="http://www.nationalwellness.org">www.nationalwellness.org</a> (National Wellness Institute)
3. <a href="http://www.nejm.org">www.nejm.org</a> (New England Journal of Medicine)
4. <a href="http://www.healthway.gov">www.healthway.gov</a> (Health Way)

*Editions listed are current as of date of syllabus. More recent editions may be used.*

## IX. 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: Electronic

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

Discovery Health Channel CD-ROM Health & Wellness Lecture Launcher

[www.acsm.org](http://www.acsm.org) (American College of Sports Medicine ACSM)

[www.webmd.com](http://www.webmd.com) (WEBMD)

[www.health.gov/healthypeople/publications.com](http://www.health.gov/healthypeople/publications.com) (Healthy People 2010 Report)

[www.aahperd.org](http://www.aahperd.org) (American Alliance for Health, Physical Education, Recreation and Dance - AAHPERD)

[www.cooperfitness.com](http://www.cooperfitness.com) (Cooper Fitness Center)

[www.nejm.org](http://www.nejm.org) (New England Journal of Medicine)

[www.nationalwellness.org](http://www.nationalwellness.org) (National Wellness Institute)

[www.healthway.gov](http://www.healthway.gov) (Health Way)

**Other:** None specified

**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 academic adjustments. All course materials are available in alternate formats upon request.*

**Academic Integrity:** *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

*Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.*

*Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.*