

eligibility for ENGL 838/848 or ESL 400 and completion of READ 400 or 405 with a grade of C or higher OR concurrent enrollment in READ 400, 405, or 415 OR appropriate skill levels as indicated by the reading placement tests or other measures. (AA: Area e5d, CSU: Area E, UC.)

6. Student Learning Outcomes (Identify 1-6 expected learner outcomes using active verbs.)

Upon successful completion of the course, the student will be able to:

1. Define health, describe all the dimensions of health (topics 1, 2, 4, 5, 7, 8, 9, 12, 14, and 15.)
2. Explain the importance of health knowledge and health skills to your overall well-being (topics 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 14, 15, and 16.)
3. Differentiate among behaviors related to health (topics 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, and 15.)
4. Become familiar with different means of health assessment and ways to draw accurate conclusions about your health status from your observations (topics 1 through 16.)
5. Understand the value of keeping accurate, up-to-date health records (topics 1 through 16).
6. Define prevention and explain its importance in your life (topics 1 and 16).

7. Course Objectives (Identify specific teaching objectives detailing course content and activities. For some courses, the course objectives will be the same as the student learning outcomes. In this case, "Same as Student Learning Outcomes" is appropriate here.)
Same as student learning outcomes.

8. Course Content (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, a sample course syllabus with timeline may be attached.)

Course topics

1. Health: your personal responsibility (1 week)
2. Managing your mental health (1 week)
3. Coping with stress (1 week)
4. Eating smart (1.5 weeks)
5. Weight management (1 week)
6. Keeping fit (1 week)
7. Health effects of smoking and alcohol use (1 week)
8. Health effects of drug use (1 week)
9. The Health threats of unintentional and intentional injuries (1 week)
10. Reducing the risk for chronic disease (1 week)
11. Reducing the risk for infectious diseases (1 week)
12. Sexuality (1 week)
13. Planning a family (1 week)
14. Healthy aging (1 week)
15. Living in a healthy environment (1 week)
16. Making health care decisions (1 week)

9. Representative Instructional Methods (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Describe out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills. If hours by arrangement are required, please indicate the additional instructional activity which will be provided during these hours, where the activity will take place, and how the activity will be supervised.)

Instructional Methodologies (Instructor-initiated learning strategies):

- * Lecture accompanied by computerized demonstrations and presentation materials, transparencies, and other supplementary visual material
- * Discussions
- * Group discussions
- * Students will keep a journal during the semester describing a behavior change activity of their choice
- * Videos
- * Exploration of web sites that deal with health issues, including the National Institute for Health, the USDA my pyramid site, National Institute for Cancer research, and others.
- * Class website with links to appropriate health assessments.
- * Written reports, posters and oral presentations on selected health topics and local health agencies.
- * One service learning project involving a local health provider or health organization.

10. Representative Methods of Evaluation (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)

Multiple Methods of Evaluation (Measurements of students' achievements):

- * Lecture exams consisting of multiple-choice, fill-in, matching, short answer and essay questions.
- * Poster and oral presentation illustrating current topics in health science
- * One individual portfolio containing representative journals and reflection papers
- * Students will keep a journal during the semester, and document a health behavior activity of their choice.

11. Representative Text Materials (With few exceptions, texts need to be current. Include publication dates.)

1. Health: The Basics. R. J. Donatelle. Pearson Publishing. 2008.
2. Access to Health. R. J. Donatelle. Pearson Publishing, 2009.

Prepared by: _____
(Tania Beliz)

Email address: beliz@smccd.edu

Submission Date: _____