

**College of San Mateo
Official Course Outline**

1. COURSE ID: HSCI 100 **TITLE:** General Health Science

Units: 3.0 units **Hours/Semester:** 48.0-54.0 Lecture hours; and 96.0-108.0 Homework hours

Method of Grading: Letter Grade Only

Recommended Preparation:

Eligibility for ENGL 838 or ENGL 848 or ESL 400
completion of or concurrent enrollment in any READ 400 level course.

2. COURSE DESIGNATION:

Degree Credit

Transfer credit: CSU; UC

AA/AS Degree Requirements:

CSM - GENERAL EDUCATION REQUIREMENTS: E5d. Career Exploration and Self-Development

CSU GE:

CSU GE Area E: LIFELONG LEARNING AND SELF-DEVELOPMENT: E1

3. COURSE DESCRIPTIONS:

Catalog Description:

Survey of today's most prevalent health issues, including nutrition, exercise, weight control, mental health, stress management, violence, substance abuse, reproductive health, disease prevention, aging, healthcare, and environmental hazards and safety. Emphasis is placed on individual responsibility, detection, treatment, prevention, and maintenance of personal and social health as well as the promotion of physical, emotional, mental, and holistic health.

4. STUDENT LEARNING OUTCOME(S) (SLO'S):

Upon successful completion of this course, a student will meet the following outcomes:

1. Define health and describe the six dimensions of health (physical, emotional intellectual, social, spiritual, and environmental) and their interrelationship.
2. Apply the dietary recommendations to diet planning throughout the life cycle and in the promotion of fitness/physical activity, weight management, and disease prevention.
3. Analyze personal and family health as it relates to the cardiovascular system, diabetes, cancer, human sexuality, relationships, sexual orientation, and parenthood.
4. Interpret and evaluate public and personal health, and medical information from general and subject specific using different sources.
5. Analyze his/her lifestyle from a wellness perspective. In response, areas of personal behavior change will be identified and ideally, health-enhancing behaviors adopted.
6. Communicate orally and in writing about the six dimensions of health, and in the promotion of health/wellness in the scientific language of the discipline.

5. SPECIFIC INSTRUCTIONAL OBJECTIVES:

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

1. Describe the six dimensions of wellness (physical, emotional intellectual, social, spiritual, and environmental) and their interrelationship.
2. Distinguish the difference between personal health and public health.
3. Apply the dietary recommendations to diet planning throughout the lifecycle and in the promotion of fitness/physical activity, weight management, and disease prevention.
4. Identify fitness principles and exercise program components to improve cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.
5. Describe the role of stress and mental health in health promotion and disease prevention.
6. Recognize the stimulus leading to violence and be able to minimize its occurrence.
7. Describe the role of substance use and abuse in our society and its impact on the individual, the community, the economy and the social structure.
8. Analyze personal and family health as it relates to human sexuality, relationships, sexual orientation, and parenthood.
9. Identify and discuss specific preventative measures to reduce the risk of various diseases and infections, unintended pregnancies, violence, and addiction.
10. Examine the physiological, emotional, psychological and sexual aspects of aging.

11. Describe the inter-relationship between human beings and their environment.
12. Identify common practices and attitudes that contribute to accidents on a personal and community level and strategies that would reduce their occurrence.
13. Analyze the health care delivery system, including inequities and discrepancies.
14. Interpret and evaluate health and medical information from general and subject specific library and web sources.
15. Communicate orally and in writing in the scientific language of the discipline.
16. Analyze his/her lifestyle from a wellness perspective. In response, areas of personal behavior change will be identified and ideally, health-enhancing behaviors adopted.

6. COURSE CONTENT:

Lecture Content:

1. Dimensions of health and wellness
2. Distinction between personal and public health
3. Nutrition
4. Exercise/Physical Activity
5. Weight management
6. Mental health and disorders
7. Stress management
8. Alcohol, tobacco, and other drugs
9. Violence and prevention
10. Chronic and Infectious Disease and prevention
11. Aging
12. Health care delivery and medical care
13. Environmental hazards and safety
14. Health and wellness information

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Activity
- C. Discussion
- D. Other (Specify): Typical methods of instruction may include: Other (Specify): Lecture accompanied by digital demonstrations, lectures, and presentation materials, and other supplementary visual material. Individual student initiated and faculty initiated student-faculty discussions, group student-faculty and student-student discussions. Students will keep a journal during the semester describing a behavior change activity of their choice. Exploration of web sites that deal with health issues, including the National Institute for Health, the USDA MyPlate, the National Institute for Cancer research, and others. Course Learning Management System website with links to appropriate health assessments, current health information, and diet analysis software. Written reports, posters and oral presentations on selected health topics and local health agencies.

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

- A. Completing weekly health assessments.
- B. Completing discussion prompts posted on the Course Learning Management System.
- C. Completing short-answer and essay exam questions that provide an opportunity to test students' understanding of basic concepts.
- D. Analyze case studies and report writing where students apply basic health concepts discussed or presented in class.
- E. Semester long journal entries help students reflect on a particular health related behavior they wish to change, and analyze using the different dimensions of health.

Reading Assignments:

- A. Textbook reading assignments accompanied by self-test questions and health-assessments and journals.
- B. The textbook readings and video lectures provide a focus and in-depth view of topics and information down to what the instructor considers most important for the class level.
- C. Handouts and links to course material and assignment instructions.
- D. Exams multiple choice and short-answer questions provide an opportunity to test students'

understanding of basic concepts.

E. Case studies where students apply basic health concepts covered in class.

F. Information available in health-related websites, such as the National Health Institute, the Centers for Disease Control and Prevention, the National Institute for Cancer Research, and others.

Other Outside Assignments:

Homework assignments on textbook publisher's website.

Reading assignments in health-related websites, examples, the Center's for Disease Control (CDC) and prevention, and the National Institutes of Health (NIH).

United States Department of Agriculture (USDA) MyPlate diet analysis.

Health Insurance assesment and analysis through an appropriate website like Covered California.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

A. Class Participation

B. Class Work

C. Exams/Tests

D. Group Projects

E. Homework

F. Papers

G. Projects

H. Quizzes

I. Written examination

J. Lecture exams consisting of multiple-choice, fill-in, matching, short answer and essay questions. Group projects allow students to develop group participation skills and explore topics in detail. Students keep a journal during the semester, and document a health behavior activity of their choice. Students participate in class discussions. Students complete weekly chapter homework assignments and self-assessments.

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

A. P. Sparling. *iHealth*, 3 ed. McGraw-Hill Education, 2016

B. G. Robbins. *A wellness way of life*. McGraw-Hill, 11 ed. McGraw-Hill Education, 2016

Other:

A. USDA myplate diet analysis program.

B. Several web sites including The Mayo Clinic, Harvard Medical Center, and the National Institute of Health have a variety of up-to-date resources and short videos that complement textbook readings.

Origination Date: December 2016

Curriculum Committee Approval Date: May 2017

Effective Term: Fall 2017

Course Originator: Tania Beliz