

## HSCIC101 : Principles of Health Education

### General Information

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Course Code (CB01) :	HSCIC101
Course Title (CB02) :	Principles of Health Education
Department:	Physical Education
Proposal Start:	Spring 2022
TOP Code (CB03) :	(0837.00) Health Education
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000297285
Curriculum Committee Approval Date:	03/21/2014
Board of Trustees Approval Date:	06/12/2014
External Review Approval Date:	07/24/2014
Course Description:	This course addresses contemporary public health issues and examines the development of strategies to live a healthy lifestyle. The course offers an overview of chronic and infectious diseases, injury prevention, chemical dependency, nutrition, body composition, fitness, psychological wellness, fertility awareness, conflict resolution, and life transitions.
Submission Type:	Mandatory Revision
	Added KINS to master discipline; Changed pre-req ENG 070 to advisory of ENG 101; Added rational for MI and ME; Added distance learning statement. The last assessment, in spring 16, had no significant impacts.
Author:	No value

### Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none"><li>• Biological Sciences</li><li>• Kinesiology</li></ul>
Alternate Master Discipline Preferred:	<ul style="list-style-type: none"><li>• Health</li><li>• Nursing</li><li>• Nutritional Science/ Dietetics</li><li>• Physical Education</li></ul>
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

## Course Formerly Known As

### Course Formerly Known As

No Value

## Course Development Options

### Basic Skills Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

### Rationale For Credit By Exam/Challenge

No value

### Course Support Course Status (CB26)

Course is not a support course

### Course Special Class Status (CB13)

Course is not a special class.

### Allowed Number of Retakes

0

### Retake Policy Description

Type:|Non-Repeatable Credit

### Grade Options

- Letter Grade Methods
- Pass/No Pass

### Course Prior To College Level (CB21)

Not applicable.

Allow Students To Audit Course

## Associated Programs

Course is part of a program (CB24)

### Associated Program

### Award Type

### Active

CSU General Education (CSU GE Breadth) (In Development)

Certificate of Achievement

Fall 2021

## Transferability & Gen. Ed. Options

### Course General Education Status (CB25)

Y

### Transferability

Transferable to both UC and CSU

### Transferability Status

Approved

### Cerro Coso General Education Requirements

Area 7.1

### Categories

Health & Wellness  
Wellness

### Status

Approved

### Approval Date

No value

### Comparable Course

No Comparable Course defined.

### CSU General Education Certification

Area E.1

### Categories

Lifelong Learning & Self-Development  
Integrated Organism

### Status

Approved

### Approval Date

No value

### Comparable Course

No Comparable Course defined.

## Units and Hours

### Summary

<b>Minimum Credit Units (CB07)</b>	3
<b>Maximum Credit Units (CB06)</b>	3
<b>Total Course In-Class (Contact) Hours</b>	54
<b>Total Course Out-of-Class Hours</b>	108
<b>Total Student Learning Hours</b>	162
<b>Faculty Load</b>	0

### Credit / Non-Credit Options

**Course Credit Status (CB04)**

Credit - Degree Applicable

**Course Non Credit Category (CB22)**

Credit Course.

**Non-Credit Characteristic**

No Value

**Course Classification Status (CB11)**

Credit Course.

Variable Credit Course

**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience Education Status (CB10)

### Weekly Student Hours

	<b>In Class</b>	<b>Out of Class</b>
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

### Course Student Hours

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	54
<b>Course In-Class (Contact) Hours</b>	
Lecture	54
Laboratory	0
Activity	0
<b>Total</b>	54
<b>Course Out-of-Class Hours</b>	
Lecture	108
Laboratory	0
Activity	0
<b>Total</b>	108

### Time Commitment Notes for Students

Typical of a 3 unit lecture

### Faculty Load

Extra Duties: 0

Faculty Load: 0

## Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

## Pre-requisites, Co-requisites, Anti-requisites and Advisories

### Advisory

#### ENGLC101 - Freshman Composition

Students will be required to write several essays and review research materials in this course.

#### Outcomes

- Read, analyze, and evaluate a variety of university-level texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized academic essays with arguable theses and persuasive support, using complex ideas presented in university-level sources.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, interpret, and see the relations among primary and secondary sources, incorporating them into written essays using accurate MLA documentation and formatting.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

## Entrance Skills

Entrance Skills	Description
No value	No value

## Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

## Specifications

### Methods of Instruction

Methods of Instruction	Peer analysis, critique & feedback
Rationale	Peer analysis, critique, and feedback provide opportunities for students to reflect on their and others work, while receiving constructive feedback.

Methods of Instruction	Lecture
Rationale	Lecture is used to share ideas and content to enhance student reading and help them further explore topics associated with HSCI.

<b>Methods of Instruction</b>	In-class writing			
<b>Rationale</b>	In-class writing reinforces topics discussed that day in class or in assigned readings.			
<b>Methods of Instruction</b>	Discussion			
<b>Rationale</b>	Discussion creates further interest in health topics as well as helps gain understanding of differences/ similarities among other students.			
<b>Assignments</b>				
Example of assignments based on class readings: - 1. Class readings, as assigned. 2. Examining Online health websites. 3. Students develop a series of no more than seven interview questions regarding the process of aging. They then select someone over 60 years of age (not a fellow class member) and using their prepared questions, ask them about how they feel about aging. The student then writes a short essay detailing the important points gleaned from that interview subject.				
<b>Methods of Evaluation</b>	<b>Rationale</b>			
Final Exam	The final exam tests cumulative knowledge from lectures, reading, and assignments.			
Project	Projects are used to reinforce ideas areas or dive deeper into certain topics. Examples include; Create a multi-week evaluation of a person's food and fitness choices. Students track food and fitness and then use online tools to evaluate these data points. From this, they critically reflect on their personal fitness and create a goal/ plan to improve their overall health.			
Research Paper	Students are provided a variety of potential topics to research and write about. Examples might include the following: Cancer, Cardiovascular diseases, Aging and Dying.			
Distance Education Description: how outcomes are evaluated	Outcomes are evaluated using essays, multiple choice quizzes, and evaluation of research papers.			
<b>Equipment</b>				
No Value				
<b>Textbooks</b>				
<b>Author</b>	<b>Title</b>	<b>Publisher</b>	<b>Date</b>	<b>ISBN</b>
OER	Health for Adult Living	Washington State Board for Community and Technical College	2020	<a href="https://www.oercommons.org/courses/health-for-adult-living-hlth-101">https://www.oercommons.org/courses/health-for-adult-living-hlth-101</a>
<b>Other Instructional Materials</b>				
No Value				
<b>Materials Fee</b>				
No				

## Learning Outcomes and Objectives

## Course Objectives

No value

### CSLOs

Differentiate between healthy and unhealthy lifestyle choices.	Expected SLO Performance: 70.0
Interpret and discuss current health issues, with emphasis on preventative health care.	Expected SLO Performance: 70.0
Design and implement strategies for making personal behavior changes that improve lifelong wellness.	Expected SLO Performance: 70.0
Evaluate current diet and fitness and formulate a healthy diet regimen.	Expected SLO Performance: 70.0
Examine and evaluate the aging process and personal preparation for death and dying.	Expected SLO Performance: 70.0

## Outline

### Course Outline

1. Personal Health
  - a. health and wellness
  - b. family health history
  - c. health changes
2. Psychological Health
  - a. foundations of psychological health
  - b. recognition of psychological problems
  - c. stress management
3. Healthy Lifestyles
  - a. fitness and exercise
  - b. nutrition and eating patterns
  - c. weight management
4. Relationships and Sexual Health
  - a. communication and healthy relationships
  - b. sexuality
  - c. reproductive choices
  - d. pregnancy and birthing
5. Drugs and Addiction
  - a. substance use and addiction
  - b. alcohol
  - c. tobacco
  - d. illicit drugs
6. Communicable Diseases
  - a. common infectious diseases
  - b. sexually transmitted infections
  - c. HIV and AIDS education
7. Noninfectious Diseases
  - a. cardiovascular health
  - b. cancer and cancer prevention
  - c. diabetes prevention
8. Health-Care Consumer
  - a. consumer awareness
  - b. complementary and alternative care
  - c. accessing the healthcare system
  - d. medical rights and responsibilities
9. Environmental Awareness
  - a. pollution
  - b. global warming
  - c. personal responsibility
10. Life Transitions
  - a. successful aging
  - b. death and dying
  - c. mourning and loss
11. Safety and Violence Prevention
  - a. personal safety

b.intentional injury  
c.getting healthy

## Delivery Methods

**Delivery Method:** Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

- Face to face
- Online (purely online no face-to-face contact)
- Online with some required face-to-face meetings ("Hybrid")
- iTV – Interactive video = Face to face course with significant required activities in a distance modality

**Rigor Statement:** Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.

Student-to-student contact is accomplished primarily through weekly discussions and possibly a college-adopted networking app. All paper assignments are identical to those in an onsite class, except that they are submitted within the LMS. Likewise, quizzes and exams are also delivered within the LMS. The instructor is responsible for providing substantive feedback on student work via online methods such as rubrics, comment spaces, private online discussion, video conferencing, or direct messaging.

**Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course.** -Learning Management System -Discussion Forums -Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other

- Discussion Forums
- Message
- Chat/Instant Messaging
- E-mail
- Face-to-face meeting(s)
- Newsgroup/Discussion Board
- Telephone

**Software and Equipment:** What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

Computer with internet connection.

**Accessibility:** Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

- Learning management system

**Class Size:** Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

No it will be the same  
45

**Emergency Distance Education Options** The course will operate in remote delivery mode when all or part of the college service area is under an officially declared city, county, state, or federal state of emergency, including (check all that apply) - Online including all labs/activity hours - Hybrid with online lecture and onsite lab/activity hours - Correspondence education in high school and prison facilities - None. This course will be cancelled or paused if it cannot be held fully onsite.

- Online including all labs/activity hours
- Correspondence education in high school and prison facilities