

Linn-Benton Community College
6500 Pacific Blvd SW
Albany, OR 97321

Instructor:
Cindy Falk

Class Location:
AC127
TR 8:00 – 9:50 a.m.

Credits:
4

Course Description:
This course will provide students with an understanding of social and individual factors, personal choices, and behaviors that contribute to pre-mature death, disease, and disability.

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Message phone:
541.917.4240

Office Location:
AC 111

Office Hours:
T 10:00 – 11:00 a.m.
W 2:00 – 3:00 p.m.
F by appointment

ADA

If you feel you need academic adjustments for any type of disability, please see me in my office during my office hours or contact Disability Services at 541.917.4789

DISCRIMINATION

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws.

TEXT: *The Power of Habit, Why We Do What We Do in Life/Business*
Materials for note-taking
Be prepared to print materials for various assignments – GoPrint account or personal printer

COURSE OBJECTIVES: This is a survey course designed to teach students to recognize how personal behaviors and choices may lead to health issues.

COURSE OUTCOMES: Upon completion of the class with a C or better, a student will:

1. Define the dimensions of health and relate them to health status.
2. Analyze how predisposing factors (i.e. – beliefs, attitudes, family units) affect behavior change goals and discuss behavior change skills and techniques.
3. Demonstrate an understanding of the Ecological Health Model
4. Critically evaluate sources of health information, particularly the internet, to determine reliability and validity.
5. Identify disparities in health and the underlying reasons for differences in health risks.
6. Discover career opportunities in health.

CLASS EXPECTATIONS:

Come to class on time

Come to class prepared to participate in discussion and activity

Come to class with completed assignments – late assignments will be accepted for half credit 1 day late ONLY

If you are absent on the day a paper is due, you MUST send it by email, before class starts, in order for it to be ON TIME

Come to class with your cell phone turned OFF

Notify instructor when absent so as to stay current in course work

You must be in class 110 minutes to receive full credit for attendance

EVALUATION:

Attendance / Participation	90 points (5 each day)
Assignments	400 points
Risk Behavior Discussions (2)	50 points
Projects (2)	90 points
Exam Lifestyle Change	100 points
Exam Written Final	50 points

GRADING SCALE:

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
>59%	F

DATES TO REMEMBER:

Monday	May 27	Memorial Day
M-W	June 10-12	FINALS
		(Tues., June 11, 7:30-9:20 a.m.)

CHOLESTEROL & GLUCOSE (OPTIONAL)

Main Campus: **Tuesday, April 16**, 6:30 a.m. – 9:00 a.m. There is a \$20.00 fee that is due the morning of the appointment. If you are registered for Lifetime Health and Fitness, you have already paid this fee. You must register online at <http://cf.linnbenton.edu/cholesterol/>. If you have never had this procedure done and you know you have a family history of heart disease or diabetes, I strongly recommend completing this option. **This could count as 1 of your projects. Check with me for the requirements.**

OPTING OUT OF THE FINAL EXAM

During the last week of the term, each of you may request to opt out of the final exam. This request will be granted PROVIDED you meet the following requirements:

- _____ 1. Attended and participated in 19 of 20 class sessions
- _____ 2. Submitted all required homework ON TIME and scored a 70% or better on each assignment (the lowest score will be dropped)
- _____ 3. Passed every quiz with a 70% or better (the lowest score will be dropped)
- _____ 4. Passed each exam with a 70% or better
- _____ 5. Is satisfied with the percentage score and final letter grade earned at the time

Behavior Risk Discussions (2) Various due dates – see class calendar (25 points each)

For this assignment, you will be examining risky behaviors **you engage in**. You will need to find at least 1 article about the risks of the chosen behavior. The ***material you use should be from a reliable source (this is not Wikipedia), should be at least 4-6 pages in length, and should be from within the last 5 years.*** **Using the sources listed in the syllabus** is the place you may want to start. Turn your article in with your paper. Use the following format when completing this assignment:

- a. First, **read the material and highlight any information that discusses the RISKS** of this behavior, as well as, **information you were unfamiliar with.**
- b. Then, write your discussion paper that includes:
 - The **behavior** and the **reasons** for engaging in the behavior,
 - The **frequency** at which you engage in this behavior,
 - The **risks you subject yourself to by continuing** this behavior (use information from your article),
 - The **health issues** you may already be experiencing as a result of engaging in this behavior,
 - The **path you have taken** in trying to change this behavior, or if you have not tried to change this behavior, what is holding you back
 - The situation(s) that **would have to occur** for you to change this behavior,
 - The **health benefits** you would like to experience by changing this behavior, and
 - The factors, according to the **Ecological Health Model**, that play into this behavior.Discuss at least **1 from each of the 4 areas** of the model.

The end product should be typed, double-spaced, and approximately 3-5 pages in length.

PROJECT OPTIONS

PROJECT #1: DUE throughout the course of the term

100 points

Book Review -- The Power of Habit: Why We Do What We Do In Life and Business

Each week you will respond to the reading done from the book, **The Power of Habit: Why We Do What We Do in Life and Business**. I will give you questions to guide your reading. These summaries will typically be due **each Monday**.

ALL STUDENTS will complete this option. FOR your second project, you will complete any **one** of the OPTIONS 2-4.

OPTION #2: Vitamin Deficiencies

Mental health issues are an overwhelming health issue. While many issues are definitely mental health issues, sometimes an individual is given a mental health diagnosis when he/she may actually suffer a medical condition. Using the topic of vitamin deficiencies discover how it masks itself as mental illness.

Use your results from the nutritional analysis you completed in class. Research at least 3 vitamins in which you are deficient. What are the vitamins, what is the RDA, what is their function in your health, in what foods can you find these vitamins, why don't you consume these foods, what are the symptoms of deficiency, are you experiencing any of these symptoms?

After discovering the above information, discover how an individual is determined to be mentally ill. Once you have this information, understanding how a person is misdiagnosed will be more manageable. You will need to gather at least 3 articles or pieces of research material. Each piece of information should be 4-6 pages in length and written within the last 5 years.

Read each article and make note of the symptoms that lead to a mental health diagnosis. Be sure that as you write that you include information from your sources. Be mindful to cite your information so that plagiarism is not a problem. Your final product should be 6-8 pages.

FOR BONUS: Eat foods every day at the recommended level that are rich in the vitamins that you are deficient in and discover if you can tell difference. Write a paragraph summary of what you discovered.

OPTION #3: Random Acts of Kindness

Following is a list of random acts from which you may choose, or you may generate your own list. You will complete **three acts each day for 5 days** and generate a journal of your experience. By the time you complete this, you will probably have 6-8, type-written, double-spaced pages. The idea behind this is that they are random – you take or make the opportunity to do each. Your journal should include the acts you completed, your observations of each act, and your personal reactions to each act. Some ideas for journaling your experience may include:

- Has the experience challenged stereotypes or prejudices you have/had?
- What realizations, insights, or especially strong lessons did you learn?
- How might these experiences change the way you act or think in the future?
- How did this experience compliment or contrast what you are learning in class?

Allow someone else to go first when you are waiting in line

Ask someone how their day is going, and then LISTEN

Ask someone how you could help them today AND then HELP

Bake cookies, take them to a senior center and visit with someone (need permission?)

Buy someone's coffee

Buy someone's meal

Donate change

Dress with a "flourish" today

Give a homeless person a clean blanket, hat, scarf, etc.

Give a homeless person a meal

Have a lights, electronics -free evening – candles only (be sure to put them out before sleep)

Help a neighbor move, tend their yard, whatever they need

Hug your significant other, child, parent, JUST BECAUSE

Invite a friend to a movie night, game night (at your home)

Learn your barista's name AND use it when ordering

Leave your change in the vending machine for the next person

Make a birdfeeder and hang it in someone's tree

Open the door for someone

Pay someone a sincere compliment

Pick up trash

Print and frame a good picture you have taken of someone and give it to him/her

Say PLEASE, THANK YOU, and YOUR WELCOME ALL DAY long – only if this is already NOT something you do

Send a card and some seeds to someone whose garden you admire

Smile and say hello to a stranger

Take a grandparent out for his or her favorite meal and find out how he/she met / proposed

Thank your bus driver for delivering you safely to your destination

Turn your phone off for 30 minutes and read, walk, or meditate

Walk through the kids' aisle at a store and put quarters on the bottom shelf so kids can find them

Write a handwritten letter to a sibling, parent, or grandparent and tell him/her what you most appreciate about him/her AND MAIL it

Write a letter to someone who has changed your life and may not know it, MAIL it or hand deliver it

OPTION 4: Research Review

You may select any health topic of interest to you for this project. Research that topic, and present a research review. Your paper should show current research on the topic with supporting documentation – this means **citations and a bibliography**. For those of you familiar with MLA or APA format, please use either format.

Review Format:

1. The review should have 3 distinct parts:

Introduction: should explain the purpose of your research:

Step 1: **PURPOSE AND INTENT** of your research

Why are you interested in the chosen topic?

What questions do you have about the topic?

What are you hoping to learn?

Body: should revolve around the important points of your topic:

This **SHOULD NOT** be a summary of each article.

Step 1: **ANALYZE** your information

What did you find?

What points do most of your sources agree on?

What points do they differ on?

Step 2: **EVALUATE** your information

What does it mean?

Did your research lead to more questions?

How will your topic change, or do you believe it will, in the future?

Conclusion: should include a summary of what you learned

Step 1: **INTEGRATE** your information

Did you learn what you indicated you wanted to learn? This ideally is a section that answers the questions you had in Step 1.

Of what use is this information to you or to the field of health?

2. You will need to use a variety of at least 9 sources – 5 of which should be journal-based and peer-reviewed.
3. This should be typed and double - spaced and should, if well done, be approximately 6-8 pages.
4. When you turn this in on the due date, be prepared to share your findings with the class.

EXAM: Written Final

Tuesday, June 11

(50 points)

*****THIS IS THE PORTION YOU MAY OPT OUT OF*****

Provided you meet the criteria discussed in the beginning of the syllabus, you may choose to opt out of this exam. This is during finals week. It will be an essay exam. It will rely heavily on the assignments completed over the course of the term, therefore you will want to make sure to complete each as it is assigned.

HE 225: SOCIAL AND INDIVIDUAL DETERMINANTS OF HEALTH
Spring 2019

April	2	<p>Introductions and syllabus Dimensions of health Health Models – Ecological, Public Health</p>	4	<p>Models of Change Health Belief Model, Social-Cognitive Trans-theoretical</p>
<p>HABITS Prologue pp xi-xx Changing Lifestyle Habits <i>Why Change? Benefits of Change?</i> <i>Setting Goals</i></p>	9	<p>HABITS Chapter 1 pp. 3-33 Changing Lifestyle Habits <i>Identifying Strategies/Obstacles</i> <i>Support and Rewards</i></p>	11	
<p>HABITS Chapter 2 pp.31-59 Physical Health <i>Fitness Components</i></p>	16	<p>Behavior Risk #1 Due Physical Health <i>Essential nutrients</i> <i>Diet and exercise analysis</i></p>	18	
<p>HABITS Chapter 3 pp.60-93 Physical Health <i>Risky behaviors</i> <i>Diseases</i></p>	23	<p>Behavior Risk #2 Due Physical Health <i>Stress and time management</i></p>	25	
<p>HABITS Chapter 4 pp.97-126 Social Health <i>Support system, roles, communication</i></p>	30	May	2	<p>Emotional Health</p>
<p>HABITS Chapter 5 pp.127-153 Mental Health</p>	7	MID-TERM EXAM: PROJECT 2	9	
<p>HABITS Chapter 6 pp.154-181 Career Health</p>	14	<p>Consumer Health <i>Personal Health Choices</i> <i>Budgeting</i></p>	16	
<p>HABITS Chapter 7 pp.182-212 Environmental Health - Nature</p>	21	<p>Environmental Health <i>Home, work, school</i> <i>Violence, abuse, unintentional injuries</i></p>	22	
<p>HABITS Chapter 8 pp.215-244 Spiritual Health</p>	28	<p>EXAM: Lifestyle Change Due</p>	30	
<p>HABITS Chapter 9 pp.245-274</p>	4	<p>Class wrap up Preparation for FINAL</p>	6	

FINAL
7:30 -9:20 a.m.

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