

# HED M01: HEALTH AND SOCIETY

**Originator**

ablack

**Co-Contributor(s)**
**Name(s)**

Patterson, Sandra (spatterson)

Kreil, Jeffrey (jkreil)

**College**

Moorpark College

**Discipline (CB01A)**

HED - Health Education

**Course Number (CB01B)**

M01

**Course Title (CB02)**

Health and Society

**Banner/Short Title**

Health and Society

**Credit Type**

Credit

**Start Term**

Spring 2021

**Catalog Course Description**

Focuses on the nature and function of health in our society and emphasizes major health concepts designed to contribute to the students' understanding of healthy living. Includes: personal fitness, nutrition, mental health, personal relationships, harmful substances, environmental health, communicable diseases, chronic and degenerative diseases, reproduction and contraception, and consumer health.

**Taxonomy of Programs (TOP) Code (CB03)**

0837.00 - Health Education

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

A (Transferable to both UC and CSU)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

E - Non-Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

Will not be required

**Grading method**

Letter Graded

**Alternate grading methods**

Student Option- Letter/Pass

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Minimum Contact/In-Class Lecture Hours**

35

**Maximum Contact/In-Class Lecture Hours**

35

**Activity**

**Laboratory**

**Total in-Class**

**Total in-Class**

**Total Minimum Contact/In-Class Hours**

35

**Total Maximum Contact/In-Class Hours**

35

**Outside-of-Class****Internship/Cooperative Work Experience**

Paid

Unpaid

**Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

70

**Maximum Outside-of-Class Hours**

70

**Total Student Learning****Total Student Learning****Total Minimum Student Learning Hours**

105

**Total Maximum Student Learning Hours**

105

**Minimum Units (CB07)**

2

**Maximum Units (CB06)**

2

**Student Learning Outcomes (CSLOs)****Upon satisfactory completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | identify concepts of nutrition, fitness, and wellness as it pertains to a healthy lifestyle on society. |
| 2 | identify areas of improvement in nutrition, fitness and wellness.                                       |
| 3 | explain a plan to improve one's overall health.   |

**Course Objectives****Upon satisfactory completion of the course, students will be able to:**

- |    |   |
|----|---|
| 1  | discuss basic components of mental health.  |
| 2  | identify signs of various mental illnesses.   |
| 3  | analyze their own fitness levels.   |
| 4  | examine the components of physical fitness.   |
| 5  | identify the causes of obesity and the methods for proper weight management.                |
| 6  | apply the basic components of nutrition and understand their functions in the body.         |
| 7  | examine the theories of addiction.  |
| 8  | investigate the physical, emotional and social damages caused by drug use in our society.   |
| 9  | describe the primary diseases in the U.S. and the lifestyle causes that contribute to them. |
| 10 | identify behaviors that could result in contracting a sexually transmitted infection.       |
| 11 | describe precautions to prevent sexually transmitted infections.                            |
| 12 | compare the methods for pregnancy prevention.   |
| 13 | define self-esteem and describe how it is developed or destroyed.                           |
| 14 | differentiate among the components of the health care system.                               |

## Course Content

### Lecture/Course Content

- (5%) Introduction to the Dimensions of Wellness
  - Emotional Health
  - Intellectual Health
  - Interpersonal Health
  - Spiritual Health
  - Physical Health
  - Environmental Health
  - Occupational
  - Financial
  - Cultural
- (5%) Psychological health
  - Emotional Health (Feeling)
  - Mental Health (Thinking)
  - Interpersonal Health (Relating)
    - Connecting and Communicating
  - Spiritual Health (Being)
- (5%) Stress management
  - Stress Response
  - Physical Effects
  - Mental Effects
  - Causes
  - Individual Factors
  - Managing Stress
  - Sleep
  - Preventing Violence and Injury
- (10%) Understanding Sexuality and Reproduction
  - Anatomy and Physiology
  - Human Sexual Response
  - Sexual Expression and Behavior
  - Reproductive Choices
  - Infertility
  - Childbirth
- (10%) Nutrition and Healthy Eating
  - Essential Nutrients
  - Nutritional Guidelines
  - Alternative Diets
  - Supplements
  - Food Safety
- (5%) Healthy weight management
  - Assessing Body Weight and Composition
  - Overweight and Obesity
  - Disordered Eating
- (10%) Components of physical fitness
  - Cardiorespiratory Fitness
  - Muscular Strength
  - Muscular Endurance
  - Flexibility
  - Body Compositions
  - Skill Related Components of Fitness
  - Creating and Implementing a Personal Fitness Program
  - Preventing and Treating Fitness-Related Injuries
- (10%) Cardiovascular diseases
  - Understanding the Cardiovascular System
  - Cardiovascular Diseases

- Reducing Risks
- Diagnosis and Treatment
- (10%) Chronic illness
  - Cancer
  - Diabetes
  - Lung Disease
  - Digestion Related Disorders
  - Musculoskeletal Diseases
  - Headaches
  - Allergies
- (10%) Infectious diseases
  - The Process of Infection
  - Types of Pathogens
  - Sexually Transmitted Infections
- (10%) Legal and illegal substance use and misuse
  - Recognizing and Avoiding Addiction and Abuse
  - How Drugs Affect the Brain
  - Routes of Transmission
  - Drug Interactions
  - Commonly Abused Drugs
  - Drinking Alcohol Responsively
  - Ending Tobacco Use
  - Vaping
  - Treatment
- (5%) Aging Death and Dying
  - Physical and Mental Changes
  - The Process of Dying
  - Coping with Loss
  - Final Arrangements
- (2%) Understanding the health care system
  - Self Care
  - Conventional Health Care
  - Complementary and Integrative Health Care
  - Health Insurance
  - Patient Rights
- (3%) Promoting Environmental Health
  - Overpopulation
  - Climate Change
  - Air Pollution
  - Water Pollution and Shortages
  - Land Pollution
  - Radiation

#### Laboratory or Activity Content

N/A

### Methods of Evaluation

**Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):**

Problem solving exercises  
Written expression

**Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):**

Classroom Discussion  
Essay exams  
Group projects  
Individual projects  
Journals  
Objective exams

Oral presentations  
 Projects  
 Problem-solving exams  
 Participation  
 Portfolios  
 Quizzes  
 Reports/Papers/Journals  
 Reports/papers  
 Research papers  
 Simulations

## Instructional Methodology

### Specify the methods of instruction that may be employed in this course

Audio-visual presentations  
 Computer-aided presentations  
 Collaborative group work  
 Class activities  
 Class discussions  
 Distance Education  
 Demonstrations  
 Group discussions  
 Guest speakers  
 Instructor-guided interpretation and analysis  
 Instructor-guided use of technology  
 Internet research  
 Lecture  
 Role-playing  
 Small group activities

### Describe specific examples of the methods the instructor will use:

1. The instructor will use audio-visual presentations from various experts on the web such as Ted Talks, and free educational speakers from four year universities.
2. The instructor will also use class discussions, presentations, and group discussions on nutritional topics such as combining plant proteins, vegetarianism, types of carbohydrates, and considering the environmental impacts of harvesting and consuming different types of foods.

## Representative Course Assignments

### Writing Assignments

1. Write a short reflection after a presentation on Suicide prevention
2. Research and write a paper on cardiovascular health.
3. Review articles from magazines, newspapers, academic journals, and reputable Internet sites on Stress Management and develop an Action Plan.
4. Listen to an NPR podcast on Addiction and write a reflection.

### Critical Thinking Assignments

1. Calculate your personal Target Heart Rate Zones using a variety of methods and compare and contrast the results.
2. Compare Nutritional Labels for similar food items.
3. Identify appropriate wellness regimens to improve overall health, including exercise, nutrition, sleep, and mindfulness practices.

### Reading Assignments

1. Read textbook chapters on Cardiovascular Disease prior to class activity
2. Read newspaper, magazine, internet postings about Climate Change and share your insights.

### Skills Demonstrations

1. Demonstrate exercises to improve Muscular, Strength, Endurance, and Flexibility
2. Demonstrate techniques to reduce stress.

**Other assignments (if applicable)**

1. Create a Venn Diagram (Hand drawn or computerized) demonstrating their current understanding of their relationship to each of the Dimensions of Health.

**Outside Assignments****Representative Outside Assignments**

1. Review articles from magazines, newspapers, academic journals, and reputable Internet sites on Addiction and present your findings in class.
2. Complete a Healthy Behaviors Journal.
3. Complete assigned readings related to Chronic Disease.

**Articulation****Equivalent Courses at 4 year institutions**

University	Course ID	Course Title	Units
CSU Northridge	HSCI 131	Health and Society	3

**Comparable Courses within the VCCCD**

HED R101 - Health and Society  
HED V01 - Health and Wellness

**Equivalent Courses at other CCCs**

College	Course ID	Course Title	Units
LA Pierce College	HEALTH 002	Health and Fitness	3
Cabrillo College	HS 10	Personal Health	3
Santa Barbara City College	HE 101	Personal Health Awareness	3

**Attach Syllabus**

HED M01 Health and Society Syllabus Fall 2019 (1) (1).pdf

**District General Education****A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****D. Language and Rationality****E. Health and Physical Education/Kinesiology****E1. Health Education**

Approved

**F. Ethnic Studies/Gender Studies****Course is CSU transferable**

Yes

**CSU Baccalaureate List effective term:**

F1995

**CSU GE-Breadth****Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****Area D: Social Sciences****Area E: Lifelong Learning and Self-Development**

E Lifelong Learning and Self-Development

Approved

**Area F: Ethnic Studies****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****IGETC****Area 1: English Communication**

Area 1A: English Composition

Approved

**Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

**Classic Textbook**

Yes

**Description**Donatelle, Rebecca. *Health, The Basics*. 13th ed., Pearson, 2018.**Resource Type**

Textbook

**Classic Textbook**

No

**Description**Falcone, Kelly. *Introduction to Health*. E-book, Palomar College, 2020, [https://docs.google.com/document/d/1g4OYMjgg7ISQeITbqjoWAd\\_f5PoXZB\\_JAIsoQxKfyg/edit?usp=sharing](https://docs.google.com/document/d/1g4OYMjgg7ISQeITbqjoWAd_f5PoXZB_JAIsoQxKfyg/edit?usp=sharing). Accessed 19 November 2020.**Resource Type**

Textbook



**Classic Textbook**

Yes

**Description**

Kiely, Michele, Meredith Manze and Christopher Palmedo, *Personal Health A Population Perspective*. Jones and Bartlett Learning, 2020.

**Library Resources****Assignments requiring library resources**

Research articles using the Library's print and online resources, for a term paper on a topic related to health and society.

**Sufficient Library Resources exist**

Yes

**Example of Assignments Requiring Library Resources**

Using the Library's print and online resources, conduct a research on the dimensions of wellness.

**Distance Education Addendum****Definitions****Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

**Faculty Certifications**

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities.

Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

**Regular Effective/Substantive Contact****Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Other DE (e.g., recorded lectures)	Instructor may record the lectures and post them for students to view within a specified time frame to be ready for the accompanying assignments and discussions. Instructor may also post a video or link to a video for students to view within a specified time frame to complete accompanying assignments and discussions.
Asynchronous Dialog (e.g., discussion board)	Instructor will post discussions for students to post their thoughts and reflections. Students will also have to respond to a minimum of two classmates. Instructor will email students with announcements about the course or an upcoming event. Students in turn may email the instructor with their questions or concerns.
E-mail	Instructor will email students with announcements about the course or an upcoming event. Students in turn may email the instructor with their questions or concerns. Students will email their programs and projects to the instructor.

Face to Face (by student request; cannot be required)	Students will have the option to meet the instructor to get one-on-one help. Help may include lecture clarification, review of assignments, and extra preparation for exams.
Synchronous Dialog (e.g., online chat)	Instructor may be available on a certain day or days of the week within a certain time frame to help students and answer their questions via an online chat or video conferencing technology.
Video Conferencing	Instructor may be available on a certain day or days of the week within a certain time frame to help students and answer their questions via live video conferencing. Furthermore, the instructor may lead an online lecture during a consistent time frame via Zoom or any other video conferencing tool.
Telephone	Instructor may provide a phone number for the students where they can leave a voicemail and expect a call back within 24 hours.

**Hybrid (51%–99% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Other DE (e.g., recorded lectures)	Instructor may record the lectures and post them for students to view within a specified time frame to be ready for the accompanying assignments and discussions. Instructor may also post a video or link to a video for students to view within a specified time frame to complete accompanying assignments and discussions.
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Telephone	Instructor may provide a phone number for the students where they can leave a voicemail and expect a call back within 24 hours.

**100% online Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Other DE (e.g., recorded lectures)	Instructor may record the lectures and post them for students to view within a specified time frame to be ready for the accompanying assignments and discussions. Instructor may also post a video or link to a video for students to view within a specified time frame to complete accompanying assignments and discussions.
Asynchronous Dialog (e.g., discussion board)	Instructor will post discussions for students to post their thoughts and reflections. Students will also have to respond to a minimum of two classmates. Instructor will email students with announcements about the course or an upcoming event. Students in turn may email the instructor with their questions or concerns.

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## Examinations

### Hybrid (1%–50% online) Modality

Online  
On campus

### Hybrid (51%–99% online) Modality

Online  
On campus

## Primary Minimum Qualification

HEALTH

## Review and Approval Dates

### Department Chair

10/26/2020

### Dean

10/26/2020

### Technical Review

11/19/2020

### Curriculum Committee

12/1/2020

### DTRW-I

MM/DD/YYYY

### Curriculum Committee

MM/DD/YYYY

### Board

MM/DD/YYYY

### CCCCO

MM/DD/YYYY

### Control Number

CCC000426657

**DOE/accreditation approval date**  
MM/DD/YYYY