

**State University of New York  
College at Cortland  
Health Department  
HLH 110: Personal and Community Health**

**Course Information:**

3 Credit Hours  
Spring Semester 2009  
Room: VANH 212  
T/TR: 11:40-12:55  
Text: Access to Health, Donatelle 10<sup>th</sup> Edition

**Professor Information:**

Jessica Sellevold  
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Office: 123A  
Office Hours: TBA

**Course Description:**

An examination of health issues and problems related to individuals and communities. Included is an exploration of wellness/health promotion; factors which impact health such as culture, heritage and socioeconomic level; chronic and communicable disease, including HIV/AIDS; nutrition, weight management, and fitness; safety education, including such areas as fire and arson prevention, child abduction, abusive or dangerous environments and violence prevention/intervention; aging and death; relationships, sexuality, reproduction and birth control; stress management; health care delivery; and alcohol, tobacco and other drugs prevention and intervention. (3 credits) *Course meets all health-related SED teacher certification requirements other than child abuse identification and reporting requirements.* Not open to students with credit for HLH 199, HLH 265, HLH 116.

**Course Attendance Policy :**

It is the policy of the college that regular class attendance is a basic requirement in all courses. Regular class attendance and class participation is expected. It should be noted that the vast majority of students who earn A or B grades miss very few classes. That is, there is a high correlation between good grades and regular class attendance. Penalties for excessive absences, as determined by the instructor's policy, shall not exceed one-third of a letter grade per class hour of absence. For the purpose of this course, excessive absences will be defined as having more than three absences.

If students anticipate having to miss class, it is their responsibility to inform the instructor ahead of time. Students who are absent the day of a test and have *not* made prior arrangements with the instructor to make up the test will have their absence for that day counted as two absences. Students who miss the final examination will receive an E for this course unless they obtain an excuse for their absence from the dean of their school. Absences due to participation in approved college activities shall be considered valid absences. The Provost and Vice President for Academic Affairs shall determine what college activities are approved as valid for students to be absent from classes.

To receive credit for completing the SAVE (violence prevention) workshop which is required by New York State for all teachers, attendance at those lectures is *mandatory*. Registration for the SAVE workshop is done at the Center for Educational Exchange Office in Van Hoesen, B-232.

## **Evaluation of Students Performance**

Course grades will be based upon three exam grades, one final exam and papers and participation. All exams, including the final exam, are worth 50 points each (200 points). The final exam will *not* be cumulative. Papers and participation are worth a total of 50 points therefore, it is necessary to attend class and participate. In addition, students with perfect attendance will receive 10 bonus points added to their *final* exam grade. The grading scale is as follows:

### **Grading Scale**

97-100	A+	[240- 250pts]	77-79	C+	[192-198 pts]
94-96	A	[234-239 pts]	74-76	C	[184-191 pts]
90-93	A-	[224-233 pts]	70-73	C-	[174-183 pts]
87-89	B+	[217-223 pts]	67-69	D+	[167-173 pts]
84-86	B	[209-216 pts]	64-66	D	[159-166 pts]
80-83	B-	[199-208 pts]	60-63	D-	[149-158 pts]

## **Course Rationale Statement linking the Conceptual Framework to HLH 110**

The course objectives for Personal and Community Health contribute to and support the College's "Conceptual Framework for Teacher Education Program" in a number of ways. Its content is directly related to students understanding the importance of *personal responsibility*. The course also addresses *ethical issues* that permeate personal and community health practices and policies. Part of the course's focus is to promote understanding of *social concerns* that underlie public health problems such as the disparities in health care delivery. Examination of such concerns relates to a focus on social justice. As the course examines personal and community health from a *global understanding* approach, HLH 110 attempts to promote an appreciation of diversity. Because the course has a teacher education focus, it strives to broaden the *knowledge base* of students and nurture their *professional commitment*.

### **Course Objectives**

The course has been designed as an introductory-level health education course and included among its goals is helping students:

1. Develop an awareness and understanding of selected health problems which are of importance at various points during the life cycle.
2. Update and expand knowledge in the health sciences in such areas as nutrition, fitness, mental and emotional health, and wellness/health promotion.
3. Understand important aspects of safety education including fire and arson prevention, child abduction, abusive or dangerous environments, violence prevention/intervention and strategies

related to reducing intended and unintended injuries.

4. Understand issues and concepts related to the abuse of alcohol, tobacco and other drugs as well as prevention strategies.
5. Improve understanding of health facts, principles, theories and concepts related to maintaining and improving personal, family and community health.
6. Identify reliable sources of health education.
7. Obtain the background and skills necessary to evaluate health information, products and services.
8. Identify and investigate the pros and cons of controversial health issues.
9. Identify and evaluate favorable and unfavorable ecological variables which affect health and longevity such as culture and heritage, socioeconomic status, environmental and personal factors.
10. Understand specific health behaviors and skills related to behaviors which may be immediately utilized to prevent health problems and to maintain one's health status.
11. Understand the importance of health in living a life of high quality.

### **Course Schedule:**

Date	Topical Area	Chapter(s)
1/22	Syllabus and Course Content	
1/27	Principles of Wellness/Health Promotion	1
1/29	Disease Prevention and Improving Health Behaviors	1
2/3	The Four Dimensions of Psychosocial Health	2
2/5	Stress Management and Psychoneuroimmunology	3
2/10	Choices in Sexual Behavior	6
2/12	Reproductive Choices, Pregnancy and Childbirth	7
2/17	Sexually Transmitted Infections and HIV/AIDS	17
2/24	<b>Exam 1</b>	
2/26	Nutrition	8
3/3	Weight Management, Body Image and Eating Disorders	9
3/5	Managing Weight – Overweight and Obesity	9
3/10	No class – Spring Break	
3/12	No class – Spring Break	
3/17	Physical Fitness, Exercise and Components of Physical Activity	10
3/19	<b>Exam 2</b>	
3/24	Addiction and Addictive Behavior	11
3/26	Alcohol Use, Abuse and Alcohol Dependence	12
3/31	Tobacco, Caffeine and Breaking the Nicotine Habit	13

4/2	Environmental Tobacco Smoke and Diseases Related to Smoking (CVD and Cancer)	13
4/7	Illicit Drugs – Use/Misuse/Abuse	14
4/9	Controlled Drugs	14
4/14	<b>Exam 3</b>	
4/16	Cardiovascular Disease	15
4/21	Cancer	16
4/23	SAVE Workshop	
4/28	SAVE Workshop	
4/30	Noninfectious Conditions	18
5/5	Aging, Death and Dying	19/20

**Students with Disabilities Information: If you are a student with a disability and wish to request accommodations, please contact the Office of Student Disability Services located in B-40 Van Hoesen Hall or call (607) 753-2066 for an appointment. Information regarding your disability will be treated in a confidential manner. Because many accommodations require early planning, requests for accommodations should be made as early as possible.**