

**WILLIAM PATERSON UNIVERSITY  
COLLEGE OF SCIENCE AND HEALTH  
DEPARTMENT OF PUBLIC HEALTH**

Current Health Issues Syllabus  
Winter 2009-2010

1. **PBHL 120:** Current Health Issues,  
PBHL 120 Credits: 3  
Class Meets: Online
  
2. **DESCRIPTION OF THE COURSE:** Issues that are crucial to students' personal lives are examined with an emphasis on the relationship between lifestyle and health. The course enables students to deal more effectively with the health problems faced during the college experience, and subsequently through out life. These issues may include stress, sexuality, nutrition, mental health and illness, aging, chronic and communicable disease, drug and alcohol use, and dealing with death, and other selected topics.
  
3. **Department of Public Health:**  
Department Secretary: Geraldine Suppa (973) 720-2394 Wing 132
  
4. **Prof. Charlene Gungil:** Office Hours: Online: E-mail: [gungilc@wpunj.edu](mailto:gungilc@wpunj.edu)
  
5. **Required Text:**  
Understanding Your Health - Tenth Edition: Payne, Hahn and Lucas. Published by McGraw Hill.  
ISBN: 978-0-07-340464-6

6. **COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES:**

By the end of the semester, students will be able to:  
Describe--

1. Dimensions of health and wellness.
2. Relationship between lifestyle and health.
3. Physiological and psychological bases of stress.
4. Key components of fitness.
5. The best way to achieve and maintain ideal body composition.
6. Risk factors and risk reduction strategies associated with the major non-communicable threats to well-being.
7. Risk factors and risk reduction strategies associated with the major communicable diseases.
8. Influences of race, gender, and culture on health.
9. Actions and appropriate uses of a variety of contraceptive methods.
10. How optimal health enhances one's ability for lifelong learning and growth.
11. Assess, using various experiential learning techniques, key facets of their lifestyles.
12. Analyze their diets and compare them to the Dietary Goals for the U.S.
13. Demonstrate knowledge of licit and illicit substance use.
14. Explain how health relates to the other facets of the GE Curriculum.

7. **STUDENT LEARNING OUTCOMES:**

In addition to the above student learning outcomes, all WP students will be able to:

1. effectively express themselves in written and oral form
2. demonstrate ability to think critically
3. locate and use information
4. demonstrate ability to integrate knowledge and ideas in a coherent and meaningful manner
5. work effectively with others.

## 8. TOPICAL OUTLINE OF COURSE CONTENT:

- A. Introduction to Health and Wellness
  - 1. Defining Health and Wellness
  - 2. Personal Health Assessment
  - 3. Factors Contributing to Health Behavior Change
- B. Mental Health
  - 1. Defining Mental Health
    - a. Characteristics of the Mentally Healthy
  - 2. Theories of Personality
  - 3. Major Mental Disorders
    - a. Depressive Disorders
    - b. Suicide
    - c. Eating Disorders
  - 4. Types of Therapy and Self-Help
- C. Stress
  - 1. Stress Defined
  - 2. Causes of Stress
    - a. Life Events and Daily Hassles
    - b. Social Stressors
    - c. Time Management Problems
    - d. College Stressors
  - 3. Coping with Stress
    - a. Deep Breathing
    - b. Muscle Relaxation
    - c. Meditation
  - 4. Exercise & Physical Release
- D. Nutrition
  - 1. Introduction to Nutrition & Eating Right
    - a. Food Pyramid
    - b. Serving Size
  - 2. The Six Nutrients
  - 3. Eating for Good Health & Disease Prevention
    - a. Cancer/Heart Disease & Nutrition
  - 4. Obesity, Weight Management & Nutrition
    - a. Diets and Dieting
- E. Fitness
  - 1. The Four Components of Fitness
    - a. Cardiorespiratory Endurance
    - b. Flexibility
    - c. Muscular Strength
    - d. Muscular Endurance
  - 2. Exercise, Health Promotion & Disease Prevention
  - 3. Eating for Fitness
- F. Sexuality
  - 1. Sexual Anatomy and Physiology
  - 2. Sexual Response
    - a. The Masters & Johnson Sexual Response Cycle
  - 3. Sex and Gender
  - 4. Sexual Health
- G. Sexual Relationships
  - 1. Forming Good Relationships
    - a. Communication
    - b. Friendships & Dating

- c. Love
  - d. Marriage & Long-Term Relationships
- H. Reproductive Choices
  - 1. Basics of Contraception and Birth Control
  - 2. Overview of Contraceptive Methods
    - a. Abortion - Sterilization
  - 3. Pregnancy and Health
  - 4. Childbirth
    - a. Childbirth Options
    - b. Basics of Parenting
- I. Drug Use and Abuse
  - 1. Drug Use, Misuse, and Abuse
  - 2. Legal and Illegal Drugs
  - 3. Psychoactive Drugs
    - a. Stimulants
    - b. Depressants
    - c. Hallucinogens
    - d. Narcotics
    - e. Inhalants
  - 4. Why People Use and Abuse Drugs
  - 5. Responsible Drug Use
- J. Alcohol
  - 1. Dynamics of Drinking Behavior
  - 2. Effects of Alcohol in the Body
    - a. Short-term effects
    - b. Long-term consequences
  - 3. Alcoholism & Alcoholics
  - 4. Decision-Making About Drinking
  - 5. Responsible Drinking Behavior
- K. Tobacco
  - 1. Who Smokes
    - a. Tobacco Trends
    - b. Why People Smoke
  - 2. Effects of Tobacco on the Body
    - a. Short-term effects
    - b. Long-term consequences
  - 3. Types of Tobacco Consumption
  - 4. Strategies for Stopping
- L. Health Consumerism
  - 1. The U.S. Health Care System
    - a. Types of Care
    - b. Types of Providers
    - c. Choosing a Health Care Provider
  - 2. Health Insurance
  - 3. Self Care
    - a. When and How to Care for Oneself
- M. Cardiovascular Disease
  - 1. Description of the Cardiovascular System
  - 2. Diseases of the Heart
  - 3. Risk Factors for Cardiovascular Disease
    - a. Risks you can't modify
    - b. Risks you can modify
  - 4. Cardiovascular Disease Risk Reduction Strategies
- N. Cancer
  - 1. Cancer Defined

- 2. types of Cancer
- 3. Risk Factors for Cancer
  - a. Risks you can't modify
  - b. Risks you can modify
- 4. Cancer Risk Reduction Strategies
- O. Infectious Diseases and Immunity
  - 1. Infectious Agents
  - 2. How Diseases Spread
    - a. Person to person transmission
    - b. Sexual transmission
    - c. Other modes of transmission
  - 3. The Chain of Infection
  - 4. The Body's Defense System
    - a. Physical Defense
    - b. Chemical Defenses
  - 5. Natural vs. Acquired Immunity
    - a. Boosting immunity
  - 6. Common Infectious Diseases
  - 7. Sexually Transmitted Diseases & HIV/AIDS
    - a. STD/HIV Transmission
    - b. STD/HIV Risk Reduction
- P. Environmental Health
  - 1. Understanding Environment Hazards
  - 2. Understanding Ecology
  - 3. Responsible Living to Protect the Environment
- Q. Aging
  - 1. Growing Older
    - a. Physical aspects
    - b. Mental Aspects
    - c. Social Aspects
  - 2. Aging and Health
  - 3. Delaying the effects of Aging through Prevention
- R. Death and Dying
  - 1. Facing Death
  - 2. Grief and Grieving
  - 3. Practical Arrangements
  - 4. Preparing for Life's End

9. **TEACHING METHODS AND STUDENT LEARNING ACTIVITIES: All Online.**

- 1. Group Discussions
- 2. Class Discussions
- 3. Assignments
- 4. Films and Podcasts

10. Course Expectations.

a. Reading Assignments: You are responsible for those pages/ chapters in the text that correspond to the topics on the syllabus

<b>Class of:</b>	<b>Topic:</b>	<b>Chapter</b>
Dec 26 & 27	Healthy Behaviors/ Psychosocial Health	1 & 2
Dec 28 & 29	Managing Stress/ Physical Fitness	3 & 4
Dec 30 & 31	Nutrition/ Weight Management	5 & 6
Jan 2, & 3	Drug Use/ Alcohol	7 & 8
Jan 4	Tobacco Use (EXAM 1 AVAILABLE FROM MIDNIGHT)	9
<b>Jan 5</b>	<b>Exam 1 (Chapters 1 – 9) / Begin Heart Disease</b>	10
Jan 6 & 7	Continue Heart Disease/ Cancer	10, 11
Jan 8 & 9	Infectious Diseases/ Origins of Sexuality	13 & 14
Jan 10 & 11	Sexual Behavior/ Managing Fertility	15 & 16
Jan 12 & 13	Safety / Environmental Health (EXAM 2 AVAILABLE FROM MIDNIGHT)	19 & 20
<b>Jan 15</b>	<b>Exam 2 (Chapters 10, 11, 13-16, 19, 20)</b>	

b. Class Assignments: Assignments are the core of the class so you will be doing more writing that you might do in a non-online class. Graded and participatory assignments will be given for each Unit. Instructions and point value for assignments are posted on the Assignment and Course Document Page.

c. Timeline for assignments: All assignments are due by 11:55 PM on the due date next to the assignment. No credit will be given for late assignments.

d. Assignments Submission. Assignments must be submitted to **Professor Gungil Digital Drop Box**. Put the number of the assignment and your name on the document title and upload to the Drop Box page. No credit will be given for partially completed assignments.

Groups. Group Participation is required depending on the number of students in the course. All students will be assigned to a group which will be your "home" for the course. Group members will be posted on the first day of class. Some assignments and most discussion will occur through these groups. Students will be asked to comment on other students' work and comments, as you would in a classroom. Each group will have its own thread on the Discussion Board.

You are not graded on your group discussion but failure to participate constitutes an absence. Brief, single sentence comments will not earn you as many points for class participation as more in depth and thoughtful comments. Responding to comments by other students and new ideas will also be credited to class participation.

e. Attendance: You must plan to log on every day. This is a short session, and you can expect to be online about 2 to 3 hours per day which includes participation in group discussions.

f. Exams. Two on line exams will be given.

g. On campus Orientation. Students must schedule on-campus orientation with IRT at a mutually agreed-upon time. This is strongly recommended if you have never taken an online class before now. Technical assistance will also be provided.

h. Discussion. There are two formats for discussion: 1. Group discussion which is posted on the Groups page, under Communication and 2. Class discussion which will be posted on the Class Discussion Board. A thread will be created for each topic to be discussed. Be sure to post in the correct thread.

11. Plagiarism. What is plagiarism? According to the Undergraduate Catalog of William Paterson University, plagiarism is "the copying from a book, article, notebook, video, or other source material, whether published or unpublished, without proper credit through the use of quotation marks, footnotes, and other customary means of identifying sources, or passing off as one's own the ideas, words, writings, programs, and experiments of another, whether or not such actions are intentional or unintentional."

It further describes that "plagiarism will also include submitting, without the consent of the professor, an assignment already tendered for academic credit in another course." (Undergraduate Catalog, William Paterson University, 2002).

Student plagiarism will result in an F for the assignment, or failing the course.

**12. Grading. Student grades will be based on the following:**

<b>Two exams:</b>	<b>200</b>
<b>Assignments:</b>	<b>200</b>
<b>Class participation</b>	<b><u>100</u></b>
<b>Total points :</b>	<b>500</b>

Final grade = # earned points Ex. 450/500 = A-

\* Class participation grade based on the number of participatory assignments completed. There are 20 such assignments. Five points are earned for each one answered. If a student answers these assignments with greater thought and discussion, an additional point will be added.

A 94 - 100% B+ 87 - 89 C+ 77 - 79 D+ 67- 69 F<60  
A- 90 - 93 B 83 - 86 C 73 - 76 D 60 - 66  
B- 80 - 82 C- 70 - 72

13. Additional information:

The Writing Center, located in the Atrium, is an excellent resource if you need assistance with your written communication skills.

The Academic Support Center, located in Hunziker Wing on the 2nd floor, is available to assist you with strengthening your study skills.

Department of Public Health Secretary: Gerri Suppa Wing 137 (973) 720 - 2394

**COURSE OUTLINE Day 1**

DATE TOPIC READINGS & ASSIGNMENTS  
[Unit 1 Introduction to Health & Wellness](#)

12/26 Course Introduction/Orientation

Assignment # 1 Introduce Yourself to Your Classmates

**Purpose:** This assignment is designed to introduce students in the course to each other. In a face-to-face class this is usually done during the first class session. It gives students the opportunity to meet new people and re-connect with past classmates.

1. Write a short paragraph about your background, major, career plans, hobbies, etc. Include anything about yourself that gives us a sense of who you are. Tell us why you took this class and what you want to learn from it.

2. Post these to the group discussion board.

**Assignment # 2. Sentence Stems:**

**Purpose:** The purpose of this assignment is to start you thinking about health. At this point in your life you've been exposed to high-school health classes, media coverage, and other health information. This icebreaker activity will set the stage for a deeper, more applied examination of health and wellness to follow over the next 3 weeks.

1. Add your own ending to the following sentence stems:

Health is....

Wellness is....

Healthy people are

2. Write down at least one ending for each sentence stem and post these to your group discussion board.

3. When you are done completing your sentence stem lists go to the following links;

World Health Organization <http://www.who.int/about/definition/en/>

National Wellness Institute [http://www.nationalwellness.org/aboutus/index.php?id=167&id\\_tier=1](http://www.nationalwellness.org/aboutus/index.php?id=167&id_tier=1)

Healthy People 2010 <http://www.healthypeople.gov/BeHealthy/>

4. Compare your definitions of health and wellness with those from the World Health Organization and the National Wellness Institute respectively.

5. How does your view of what it means to be a healthy person compare to the guidelines offered by Healthy People 2010?

**No extra credit assignments will be accepted or negotiated.**