SAN JOSE STATE UNIVERSITY
Department of Health Science

HS 1 Understanding Your Health (Sec. 1)
Core GE: Human Understanding & Development – Area (E)

Monday and Wednesday from 1:30 to 2:45
Location: WSQ 207

Spring 2006
Dr. Edward Mamary

Office: MH 410 Phone: (408) 924-2986 (preferred)
E-mail: mama100w@yahoo.com
Office Hours: Monday 10:30 -11 am, Wednesday 10:30 – 11 am
Fridays and other hours available by appointment

COURSE DESCRIPTION:
Introductory course on the interdependence of the physiological, social and psychological factors influencing
the healthy well-being of individuals throughout the life span. Emphasis is on identifying and utilizing both
university and community resources to assist in personal and educational development.
Prerequisites: none

COURSE GOALS:
Examine prevention-oriented approaches on a variety of health topics that include, but are not limited to:
nutrition, stress management, substance use, sexuality, sexually transmitted diseases and HIV, chronic and
communicable diseases, exercise, aging, and psychological well-being. Students will understand the
interconnected physiological, social, and psychological determinants that influence their well-being now and
during their life span. Students will identify and be encouraged to use university-wide resources that support
academic and personal development.

OUTCOME OBJECTIVES: By the end of the course, students will be able to:

1. Recognize the interdependence of the physiological, social/cultural, and psychological factors
   influencing their healthy well-being.

2. Examine the cultural, ethnic, gender, physiological, environmental, and socioeconomic factors that
   influence their healthy well-being throughout the life span and across generations.

3. Articulate their own definition of personal health.

4. Conduct their own personal wellness inventory in order to identify the knowledge, skills, and behaviors
   necessary for achieving both psychological and physiological well-being.

5. Recognize the influences of the academic environment on their personal health behaviors.

6. Practice the interpersonal skills necessary for negotiating and advocating for safe and healthy social
   environments.

7. Identify and use available university services and resources that promote their academic and personal
   development.
REQUIRED READING:

COURSE STRUCTURE:

1. **CLASS SESSIONS:** Classes will consist of lecture, large and small group discussions, guest speakers, multimedia presentations, in-class exercises, and interactive WWW exercises to help students access the latest health research. The topics to be covered are listed on the attached Schedule of Topics and Readings.

2. **WRITING:** Total writing assignments will exceed 1500 words and include three papers (each 3 pages in length), short essay questions on 3 scheduled written examinations, and other in-class and take-home short writing assignments -
   - Writing Assignment #1, Cultural influences on health
   - Writing Assignment #2, Multiple determinants of a health topic of interest
   - Writing Assignment #3, Community Project Paper – students will visit a community/campus agency to identify the scope and nature of health services and programs are available to students throughout the university. A summary of the services that will be shared during class presentations.
   - Short writing assignments may include: evaluations of guest lecturers, cultural influences on health behaviors, descriptions of research efforts using the library, the Internet, and other university resources.

   Papers must be turned in AT THE BEGINNING of class on the day they are due – late papers will have 5 points deducted each class date that it is late.

3. **EXAMS/Quizzes:** Two midterms and a final exam are scheduled. The final exam will be cumulative and cover course material from the entire semester. Exams will cover class handouts, readings, guest speaker lectures, and videos. In addition, the instructor may conduct unannounced quizzes at the beginning of certain classes -- students are advised to keep up with readings.

4. **COURSE PARTICIPATION:** Contribution to in-class discussions, timely completion of short writing assignments (see item 2 above), a team presentation, and facilitating a current events session (described below) are considered very important indicators of course participation Class attendance is essential and assumed. Class attendance is essential and assumed. Current Events Presentation: Students are required to make a presentation (5 minutes) on a current topic regarding the subject of discussion for a given class week. Each student will be assigned, by a random process, a date for the presentation. Presentation dates may not be rescheduled. You are encouraged to discuss a current topic that was reported in the media, no longer than a month before the presentation. Resources may include both print and non-print media, e.g. television, radio, magazine, or newspaper articles – Web pages are NOT appropriate. Your presentation should summarize pertinent facts contained in the media source and state how they relate to concepts presented in class. You will have an additional 5 minutes to facilitate a class discussion by asking at least 2 questions. Please submit the article (if print-based) or a 1 page summary of the current event (if not print-based) to the instructor at the end of your presentation.

Team Presentation

Teams of 3 or more students will facilitate a group activity that relates to the subject of discussion for a given class week. The purpose of the group activity is to help demonstrate concepts presented in the readings. Criteria for presentations will be discussed in class. Teams will be randomly assigned a date for the presentation.
GRADING: Semester grades will be determined by the instructor on the following basis:

<table>
<thead>
<tr>
<th>ITEM</th>
<th>% OF GRADE</th>
<th>COURSE GRADE</th>
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<tbody>
<tr>
<td>Writing Assignment #1 ..........</td>
<td>15 %</td>
<td>A+ = 98 – 100 %</td>
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<tr>
<td>Writing Assignment # 2 ........</td>
<td>15 %</td>
<td>A  = 93 – 97 %</td>
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<tr>
<td>Writing Assignment # 3 ........</td>
<td>15 %</td>
<td>A- = 90 – 92 %</td>
</tr>
<tr>
<td>Midterm Exam #1 ...............</td>
<td>15 %</td>
<td>B+ = 88 – 89 %</td>
</tr>
<tr>
<td>Midterm Exam #2 ...............</td>
<td>15 %</td>
<td>B  = 83 – 87 %</td>
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<tr>
<td>Final Exam</td>
<td>15 %</td>
<td>B- = 80 – 82 %</td>
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<tr>
<td>Course Participation*……………</td>
<td>10 %</td>
<td>C+ = 78 – 79 %</td>
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<tr>
<td></td>
<td><strong>100%</strong></td>
<td>C  = 73 – 77 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C- = 70 – 72 %</td>
</tr>
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<td></td>
<td>D+ = 68 – 69 %</td>
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<td>D  = 66 – 67 %</td>
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<td></td>
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<td>D- = 65 %</td>
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<td>F  = Below 65 %</td>
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*Students may accumulate a total of 10 points for course participation, worth 10% of the final grade. The breakdown for the 10 points is as follows:

- Current Events = 2 points
- Quizzes and/or short writing assignments = 3 points
- Team Presentation = 5 points

**Note:** Students may be offered extra credit during the semester – if offered, options will be discussed during class.

**Important Dates**

- February 6th  - Wellness Inventory Assignment: *Live Well Questionnaire*
- February 8th  - Visit to the Library – King Library 219
- February 13th – Library Visit Assignment
- March 6th   - Midterm #1
- March 20th  - Submit name of agency for Writing Assignment #3
- March 22nd – Writing Assignment #1
- April 5th  – Writing Assignment #2
- April 12th  - Midterm #2
- May 3rd    – Writing Assignment #3
- May 15th - Wellness Inventory Assignment: *Live Well Questionnaire*

**Final Exam:** Thursday, May 18, 12:15-2:30
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
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| 1    | Week 1  
January 25 | Course Introduction |  |
| 2    | Week 2  
January 30 and Feb. 1 | An Invitation to Health for the 21st Century  
**LIBRARY, CAMPUS, AND INTERNET RESOURCES**  
• Assessing credible Internet resources  
• Identifying Internet resources  
• Campus resources for maintaining healthful living  
*Conduct the Wellness inventory on the internet – due in class on February 6th* | Chapter 1  
pgs. 4-23 |
| 3    | Week 3  
February 6 & 8 | Psychological Health  
Visit to the MLK Library (2/8) Room King Library 213 – Library  
resources demonstration – Harry Meserve, Librarian | Chapter 2  
pgs. 24-47 |
| 4    | Week 4  
February 13 & 15 | Personal Stress Management  
Library visit assignment – Due February 13th | Chapter 3  
pgs. 48-64 |
| 5    | Week 5  
February 20 & 22 | The Joy of Fitness | Chapter 4  
pgs. 66-87 |
| 6    | Week 6  
Feb. 27 & March 1 | Personal Nutrition  
Obesity and Weight Management | Chapters 5 & 6  
pgs.88-143 |
| 7    | Week 7  
March 6 & 8 | Lowering your Risk of Major Diseases  
• Keeping your heart healthy  
• Lowering your risk of cancer and other major diseases  
• Leading cause of death by race, ethnicity, age | Chapter 10  
pgs. 232-259 |
| 8    | Week 8  
March 13 & 15 | Preventing Infectious Diseases | Chapter 9  
pgs. 200-231 |
| 9    | Week 9  
March 20 & 22 | Reproductive Choices  
Communication and Sexuality  
• Submit Agency Name for Paper on March 20th  
• Writing Assignment #1 - Due March 22nd  
**Midterm Exam #1 – March 6th** | Chapter 8  
pgs. 170-199  
Chapter 7  
pgs. 144-169 |
| 10   | Week 10  
March 27 & 29 | Spring Recess – No Class |  |
| 11   | Week 11  
April 3 & 5 | Alcohol And Tobacco Use, Misuse, And Abuse  
• Writing Assignment #2 - Due April 5th  
**Midterm Exam #2 - April 12th** | Chapter 12  
pgs. 288-321 |
| 12   | Week 12  
April 10 & 12 | Drug Use, Misuse, And Abuse  
**Midterm Exam #2 - April 12th** | Chapter 11  
pgs. 260-287 |
| 13   | Week 13  
April 17 & 19 | Protecting Yourself from Injury and Violence | Chapter 14  
pgs. 338-353 |
| 14   | Week 14  
April 24 & 26 | Working Toward a Healthy Environment | Chapter 16  
pgs. 376-391 |
| 15   | Week 15  
May 1 & 3 | Health-Care Consumerism and Complementary/Alternative Medicine  
• Writing Assignment #3 due May 3rd | Chapter 13  
pgs.322-337 |
| 16   | Week 16  
May 8 & 10 | A Lifetime of Health  
• Living in an aging society  
• Conduct Wellness inventory – due May 15th | Chapter 15  
pgs.354-374 |
| 17   | Week 17  
May 15 | Student Presentations of community/university projects  
• Submit Wellness Inventory  
**Final Exam: Thursday, May 18th from 12:15 to 2:30 pm.**  
**NOTE: FINAL IS CUMULATIVE – ENTIRE SEMESTER MATERIAL ON EXAM** |  |
Writing Assignments: Papers #1, #2, & #3

Each of the three course papers are required to be a minimum of 3 full pages in length, not counting the cover sheet, or references. The format should be double-spaced, written using 12pt. font, 1” margins, and numbered pages. References must be written in the American Psychological Association (APA) style. Grading criteria include: addressing the instructions below for each of the writing assignments, grammar and clarity of writing, and adhering to the format described above. Make a copy of your paper before submitting it. Electronic submissions (fax, email) are NOT allowed.

Writing Assignment #1
This paper will describe the cultural influences on how you perceive a specific health topic. The paper should include:
- Choosing a specific health topic: Sexually transmitted diseases, reproductive health, HIV, cancer, etc.
- Identifying your culture: It may be how you identify your race or ethnicity, but also consider gender, age, religion, sexual orientation, whether you are physically challenged, geographical location, socio-economic level, etc.
- Describing how the culture in which you identify influences your feelings, attitudes, and behaviors related to the health. Using abortion as an example – is this topic openly discussed in your culture? How is it viewed – accepted, tolerated, or condemned? Is your view about abortion the same as, or different from, your parents and grandparents? What are the verbal, non-verbal messages that are conveyed about abortion? Do you think your children will view abortion the same way you do? How have you been influenced by these cultural messages?
- Being creative – you may choose to interview a family member (parent, grandparent, aunt, etc.) or anyone else to obtain your cultural insights.

Writing Assignment #2
This research paper is an opportunity for students to investigate the multiple factors that influence the healthy well-being of individuals living in a particular community at risk. Students select a health topic of interest (HIV, stress, cancer, etc.) and examine why this health issue is more of a problem in the particular community at risk compared to others. Four written sources (including at least 3 journal articles) must be examined in order to discuss how different factors influence this health problem. The paper should include the following subheadings:
- **Problem:** Describe the health problem of interest.
- **Community at Risk:** What is the community that is at high risk for this health problem?
- **Health Statistics:** How do the rates of disease or the health condition differ for the population you chose compared to the overall U.S. population?
- **Influencing Social Factors:** Describe how various factors (such as culture, race/ethnic, immigration, gender, disability, sexual orientation, and socioeconomic status) influence the healthy well-being of individuals living in community at risk.
- **Recommendations:** What are your recommendations for how the health problem can be alleviated?

Writing Assignment #3
This project provides students with an opportunity to visit a community/campus agency to identify the scope and nature of health services and programs that are provided to students throughout the university. The paper should include the following:
- **Description of the community/campus agency.** Include the location, staff, and a description of the office.
- **How did you identify the agency as a one that provided services for students (newspaper, radio, etc.)?**
- **Name and position of the person or persons you interviewed.**
- **The agency’s mission or purpose.**
- **Describe the specific services offered.**
- **How are services advertised to the campus community?** Is there a flyer or pamphlet that describes the services? If yes, include a copy as an attachment to your paper.
- **To whom are services provided.** Include whether there are eligibility requirements. How many students receive services each month? What types of students use the agency’s services?
- **How is the agency funded (University, State, Federal, private, etc.)?** Do students pay a fee, and if so, is there a sliding scale for payment?
- **What is your impression of the facility and the services offered?** Would you recommend that a friend take advantage of the services? Why or why not? What recommendations would you offer to help improve the services?
Your own commitment to learning, as evidenced by your enrollment at San Jose state University, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty are required to report all infractions to the Office of Judicial Affairs.

The University emphasizes responsible citizenship and an understanding of ethical choices inherent in human development. Academic honesty and fairness foster ethical standards for all those who depend upon the integrity of the university, its courses, and its degrees. The public is defrauded if faculty and/or students knowingly or unwittingly allow dishonest acts to be rewarded academically and the university’s degrees are compromised. Ignorance of academic integrity rules and polices is not a defense to the charge of violating the Academic Integrity Policy. You may read the specific policy at http://www2.sjsu.edu/senate/S04-12.htm.

SAN JOSE STATE UNIVERSITY
Americans with Disabilities Act

In you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability. You may obtain additional information at http://www.drc.sjsu.edu/

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