

SAN JOSE STATE UNIVERSITY  
Department of Health Science

**HS 1 Understanding Your Health (Sec. 7: Tu & Th 1:30-2:45)**

*Spring 2004*

Bud Gerstman

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**Office Hours:** T 3:00-4:45, W 1:00-1:45 R 12:00-12:45

**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.

**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:**

Hales, D. (2003). An Invitation to Health, Belmont, CA: Wadsworth Publishing. Additional readings may be distributed during the course.

**Course Reader:** Will be available for purchase at Unique Printing.

## **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 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**. ***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:

ITEM	% OF GRADE	COURSE GRADE
Writing Assignment #1 .....	15 %	A+ = 98 – 100 %
Writing Assignment # 2 .....	15 %	A = 93 – 97 %
Writing Assignment # 3 .....	15 %	A- = 90 – 92 %
Midterm Exam #1 .....	15 %	B+ = 88 – 89 %
Midterm Exam #2 .....	15 %	B = 83 – 87 %
Final Exam .....	15 %	B- = 80 – 82 %
Course Participation*.....	<u>10 %</u>	C+ = 78 – 79 %
	<b>100%</b>	C = 73 – 77 %
		C- = 70 – 72 %
		D+ = 68 – 69 %
		D = 66 – 67 %
		D- = 65 %
		F = Below 65 %

\*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

### **Important Dates**

February 10 - Wellness Inventory Assignment

Feb 17 - Library visit

Feb 24 - Library Reference Assignment

March 16 - Midterm #1

March 23 – Writing Assignment #1

April 8 - Submit name of agency for Writing Assignment #3

April 15 – Writing Assignment #2

April 20 - Midterm #2

May 13 – Writing Assignment #3

May 18 - Wellness Inventory Assignment

**Final Exam** Monday, May 24, 12:15-2:30

DATE	TOPIC	ASSIGNMENT
<b>Week 1</b> February 3 & 5	<b>Course Introduction</b> An invitation to health for the 21 <sup>st</sup> century <i>Conduct the Wellness inventory on the internet – due in class on February 10th</i>	Chapter 1 pgs. 4-24
<b>Week 2</b> February 10 and 12	<b>LIBRARY, CAMPUS, AND INTERNET RESOURCES</b> <ul style="list-style-type: none"> <li>Assessing credible Internet resources</li> <li>Identifying Internet resources</li> <li>Campus resources for maintaining healthful living</li> <li><i>Wellness Inventory Due- 2/10</i></li> <li><i>Visit to the MLK Library TBA</i> – Library resources demonstration –Tina Peterson, Librarian</li> </ul>	<ul style="list-style-type: none"> <li>Appendices in text book</li> <li>Evaluating the Internet – course reader</li> <li><b>Resource section in course reader.</b></li> </ul>
<b>Week 3</b> February 17 & 19	<b>Managing stress</b> Library visit assignment –( <i>due date TBA</i> )	Chapter 2 pgs. 26-44
<b>Week 4</b> February 24 & 26	<b>Emotional and Mental Health</b>	Chapter 3 pgs. 46-70
<b>Week 5</b> March 2 & 4	<b>The Joy of Fitness</b>	Chapter 4 pgs. 72-95
<b>Week 6</b> March 9 & 11	<b>Nutrition for Life</b> <b>Eating Patterns and Problems</b>	Chapters 5 & 6 pgs.96-142
<b>Week 7</b> March 16 & 18	✎ <b>Midterm Exam #1 – March 17<sup>th</sup></b> <b>Lowering your Risk of Major Diseases</b> <ul style="list-style-type: none"> <li>Keeping your heart healthy</li> <li>Lowering your risk of cancer and other major diseases</li> <li>Leading cause of death by race, ethnicity, age</li> </ul>	Chapter 10 pgs. 240-270
<b>Week 8</b> March 23 & 25	<b>Defending Yourself From Infectious Diseases</b> <ul style="list-style-type: none"> <li><i>Writing Assignment #1 due March 22<sup>nd</sup></i></li> </ul>	Chapter 9 pgs. 208-238
<b>Week 9</b> March 30 & Apt 1	<i>Spring Recess – No Class</i>	
<b>Week 10</b> April 6 & 8	<b>Reproductive Choices</b> <b>Communication and Sexuality</b> <ul style="list-style-type: none"> <li><i>Submit Agency Name for Paper on April 7<sup>th</sup></i></li> </ul>	Chapter 8 pgs. 172-206  Chapter 7 pgs. 144-171
<b>Week 11</b> April 13 & 15	<b>Alcohol And Tobacco Use, Misuse, And Abuse</b> <ul style="list-style-type: none"> <li><i>Writing Assignment #2 Due April 14<sup>th</sup></i></li> </ul>	Chapter 12 pgs. 302-336
<b>Week 12</b> April 20 & 22	✎ <b>Midterm Exam #2 - April 19<sup>th</sup></b> <b>Drug Use, Misuse, And Abuse</b>	Chapter 11 pgs. 272-301
<b>Week 13</b> April 27 & 29	<b>Protecting Yourself from Injury and Violence</b>	Chapter 14 pgs. 356-373
<b>Week 14</b> May 4 & 6	<b>Environmental Health</b>	Chapter 16 pgs. 398-414
<b>Week 15</b> May 11 & 13	<b>Consumerism and the Health Care System</b> <ul style="list-style-type: none"> <li><i>Writing Assignment #3 due May 12<sup>th</sup></i></li> <li><b>Complementary/Alternative Medicine</b></li> </ul>	Chapter 13 pgs.340-352
<b>Week 16</b> May 18	<b>A Lifetime of Health</b> <ul style="list-style-type: none"> <li><i>Living in an aging society</i></li> <li><i>Wellness inventory – May 17<sup>th</sup></i></li> <li>Student Presentations of community/university projects</li> </ul>	Chapter 15 pgs.374-396
	✎ <b>Final Exam: Monday, May 24 12:15-2:30</b>	

## 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 (journal articles, books, etc.) 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?