I. INTRODUCTION

A. This course will focus on exploration of behavioral medicine and the interdependence of mind, body, and spirit. Topics include stress and its effect on body systems, mind/body interactions, and techniques for improving and maintaining health.

B. This course is required to meet the curriculum requirements for the Central Texas College Associate in Applied Science Degree in Mental Health Services with a Social Work specialization.

C. This course is occupationally related and serves as preparation for jobs in the Mental Health Services field. This course provides SPECIFIC Education Hours as defined by the Texas Commission on Alcohol and Drug Abuse (TCADA).

D. Alphanumeric coding used through the syllabus, learning outcomes and learning activities denotes the integration of SCANS occupational competencies (C) and Foundation skills (F).

II. LEARNING OUTCOMES

Upon successful completion of this course, Health Psychology, the student will:

A. Explain the interaction of behavioral styles and health. (F1,2,5-17; C1,3-20)
B. Demonstrate mastery of self-enhancing behaviors. (F1,2,5-17; C1,3-20)

Program Threads and SCANS Competencies

The curriculum content in all Mental Health Services courses are organized around five general content areas known as program threads.

*Program Threads:* Communication
                Legal and Ethical Practices
                Effective Helping
                Diversity
Critical Thinking

These threads are used to formulate content, connect one course of study to another, and provide a structure for evaluation of basic professional skills.

The Secretary’s Commission of Achieving Necessary Skills (SCANS), U.S. Department of Labor, was formed “to encourage a high-performance economy characterized by high-skills, high-wage employment.” Representatives from education, business, labor, and government identified the five competencies that are necessary in the work place.

Programs in the Mental Health Services Department are organized around these competencies and the three part foundational skills that the competencies are based on. Learning Activities and outcomes which relate to the SCANS Competencies are identified either in the Learning Guide, or in the syllabus with C1-20 and/or F1-17.

The competencies C1-20 include:

- **Resources**: identifies, organizes, plans, and allocates resources (C1-C4).
- **Information**: acquires and uses information (C5-C8).
- **Interpersonal**: works with others (C9-C14).
- **Systems**: understands complex interrelationships (C15-C17).
- **Technology**: works with a variety of technologies (C18-C20).

The foundation competencies F1-F17 include:

- **Basic Skills**: reads, writes, performs arithmetic and mathematical operations, listens and speaks (F1-F6).
- **Thinking Skills**: thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons (F7-F12).
- **Personal Qualities**: displays responsibility, self-esteem, sociability, self-management, integrity, and honesty (F13-F17).

III. INSTRUCTIONAL MATERIALS

A. Required Text: The instructional materials identified for this course are viewable through [www.ctcd.edu/books](http://www.ctcd.edu/books)
B. Other Instructional Material as directed by the instructor.

IV. COURSE REQUIREMENTS

A. **Reading Assignment**: It is suggested that the student first read the learning outcomes in the syllabus and then the assigned required readings which are detailed in the course Syllabus and Daily Plan.

B. **Projects, Oral Reports, Case Studies, Book Reports, Research Papers**: Assigned written work is detailed in the Course Outline and on the Daily Plan. All assigned work must be submitted on time. No late papers will be accepted. The
due dates are noted on the daily plan, or as stated by the instructor.

C. **Class Performance:** Students are required to: attend class regularly; be on time and to stay the whole class period; or an absence will be recorded. Students may be administratively withdrawn from class when their absences exceed a total of four (4) class meetings for a 16 week semester, three (3) class meetings for an 11, 8 or a 6 week semester, or if absences prevent the meeting of course objectives. See the current Central Texas College Catalog for details.

D. **Class Participation:** Students are required to be prepared for classroom discussions, unannounced quizzes, and exams. The student should be prepared to participate in all classroom group activities and assigned community, library and Internet activities as they relate to meeting the course objectives.

V. **EXAMINATIONS**

A. There will be two examinations in this course. The examinations will be essay, multiple choice, true/false, or short answer.

B. A student must be present for all examinations. No make-up examinations will be scheduled; alternative arrangements must be made with the instructor individually PRIOR to the exam date. Unexpected absences due to illness or extenuating circumstances will require the students to see the instructor individually as soon as possible.

VI. **SEMESTER GRADE COMPUTATIONS**

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
</tr>
<tr>
<td>Module Lab Assignments</td>
<td>300</td>
</tr>
<tr>
<td>Research paper</td>
<td>200</td>
</tr>
<tr>
<td>Blogs</td>
<td>100</td>
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<tr>
<td>Critical Thinking questions</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
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<table>
<thead>
<tr>
<th>Numerical Grade</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
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<tr>
<td>80-89.9</td>
<td>B</td>
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<tr>
<td>70-79.9</td>
<td>C</td>
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<tr>
<td>60-69.9</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
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</table>

NOTE: The faculty reserves the right to adjust a student's grade for instances of disruptive/uncivil classroom behavior.
VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR

A. Course Withdrawal: It is the student’s responsibility to officially withdraw from a course if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal (CTC Form 59). The withdrawal form must be signed by the student.

CTC Form 59 will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is:

- Friday of 3rd week for 5-week courses
- Friday of 4th week for 6-week courses
- Friday of 6th week for 8-week courses
- Friday of 7th week for 10-week courses
- Friday of 9th week for 12-week courses
- Friday of 12th week for 16-week courses

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

A student who officially withdraws will be awarded the grade of “W” provided the student’s attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of “F” or “FN” for nonattendance.

B. Administrative Withdrawal: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on CTC Form 59 for submission to the registrar.

C. Incomplete Grade: The College catalog states, “An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course...” Prior approval from the instructor is required before the grade of “IP” for Incomplete in Progress is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an “F” for the course.

D. Cellular Phones and beepers: Cellular phones and beepers will be turned off while the student is in the classroom or laboratory.

E. Americans With Disabilities Act (ADA): Disability Support Services provide
services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

F. Instructor Discretion: The instructor reserves the right of final decision in course requirements.

G. Civility: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

H. Discrimination Policy: Central Texas College District does not discriminate in admissions or access to, or treatment or employment in, its programs and activities on the basis of race, color, religion, national origin, gender, disability, age or veterans’ status.

VIII. COURSE OUTLINE

A. Module One: Achieving Wellness

1. **Learning Outcomes:** Upon successful completion of this module, the student will:
   - Describe what it means to be healthy. (F1,2,5-17)(C1,5-18)
   - List and describe the six dimensions of wellness
   - Identify and describe the six dimensions of wellness. (F1,2,5-17)(C1,5-18)
   - Explain the philosophy of holistic health. (F1,2,5-17)(C1,5-18)
   - Describe how psychological factors contribute to illness. (F1,2,5-17)(C1,5-18)
   - Discuss the Health Belief Model and the Trans-theoretical Model and how they relate to behavioral change. (F1,2,5-17)(C1,5-18)
   - Describe the changes in behavior, autonomic nervous system, and immune system that are caused by stress. (F1,2,5-17)(C1,5-18)
   - List and discuss several physiological symptoms of stress. (F1,2,5-17)(C1,5-18)
   - Explain how frustration, inner conflict and social pressure impact stress. (F1,2,5-17)(C1,5-18)
   - Explain the flight or fight response. (F1,2,5-17)(C1,5-18)
   - Describe the three phases of the general adaptation syndrome. (F1,2,5-17)(C1,5-18)
   - Explain Maslow’s hierarchy of needs and the role it plays in emotional wellness. (F1,2,5-17)(C1,5-18)
- Identify and define defense mechanisms discussed in class. (F1,2,5-17)(C1,5-18)
- Discuss characteristics of mood and anxiety disorders. (F1,2,5-17)(C1,5-18)
- Discuss the prevalence and signs of suicide. (F1,2,5-17)(C1,5-18)
- Discuss the importance of sleep for mental well-being. (F1,2,5-17)(C1,5-18)
- Describe steps to overcome test anxiety. (F1,2,5-17)(C1,5-18)
- Define key terms and discuss key concepts in the module. (F1-17)(C1-20)

2. **Learning Activities**
   a. **Read:** Chapters 1, 2, 3, and 4 in the textbook. (F1-2,9-13,16; C1,3,5-8,15,18)
   b. **Key Terms & Key Concepts:** chi, health, homeostasis, medical model, environmental model, holistic model, incidence, morbidity, mortality, prevalence, vital statistics, emotional wellness, intellectual wellness, spiritual wellness, occupational wellness, wellness model, chronic disease, physical wellness, social wellness, Foundation Health Status, self-esteem, agency, optimism, pessimism, self-efficacy, autonomic nervous system, hormones, placebo effect, psychosomatic illnesses, somatic symptom disorder, autogenic training, biofeedback, hypnosis, hypnotherapy, nocebo effect, meditation, mandala, mantra, relaxation response, guided imagery, image visualization, virtual reality therapy (VRT), challenge situations, distress, eustress, harm-and-loss situations, stress, stressor, threat situations, flight-fight-or-freeze response, general adaptation syndrome (GAS), hypothalamo-pituitary-adrenal (HPA) axis, posttraumatic stress disorder (PTSD), coping, emotion-focused coping, overload, problem-focused coping, cognition, cognitive behavior therapy, conscious, growth needs, maintenance needs, mental health, mental illness, unconscious, coping strategies, defense mechanisms, hostility, social support, anxiety, perceived social support, phobia, social anxiety disorder, generalized anxiety disorder, major depression, obsessive-compulsive disorder, panic disorder
   c. **Test Your Knowledge:** Go to: [http://jblearning.com](http://jblearning.com) for the following Student Resources: Web Exercises, Self-Assessments, Health and Wellness in the News, Online Quizzes, Interactive Summaries, Animated Flashcards, Crossword Puzzles, Interactive Glossaries, Chapter Outlines. The access code is provided in the front of the textbook. (F1-2,5-17; C1,3-20)
   d. **Module Activities**
      1. Review the Self-Assessment tools at the back of your Text book for Chapters 1-4. (F1-2,5-17; C1,3-20)
      2. Go to: [http://jblearning.com](http://jblearning.com) for the following Student Resources: Web Exercises, Self-Assessments, Health and Wellness in the News, Online Quizzes, Interactive Summaries, Animated Flashcards, Crossword Puzzles, Interactive Glossaries, Chapter Outlines. The access code is provided in the front of the textbook (F1-2,5-17; C1,3-20)
e. Lab Assignment (F1,2,7,13,16,17; C1, 5-8,18-19)
   1. Complete 1.1 My Health and Wellness Assessment in your workbook. Using the results of your assessment answer only questions 4 through 8; be sure to write in complete sentences and fully address each question/statement.
   2. Complete the following assessments in your workbook: 3.1 My Stressors; 3.2 My Stress Reactions; 3.3 How Susceptible Am I to Stress; 3.4 Warning Signs of Stress; and 3.5 My Life Changes and Stress. Write a summary of each assessments results. Be sure to include your score where applicable. Summarize what you have learned about yourself and how you deal with stress. (Do not submit the questionnaire).
      *The summary for each assessment should be at least 1/3/ to 1/2 page; do not use one word or one sentence for your answers. This applies to all modules throughout the course.
   3. Complete and submit exercise 3.6 Prioritizing Tasks: First Things First
   4. Complete and submit 3.7 Time Audit for Time Management. Complete all questions.

f. Blog Assignment: During this course you will undertake a Health Behavior Change Project. It will be based on Exercise 1.6, Health Behavior Change Project in your workbook and will be updated throughout the course.

   Based on your health assessment, chose a project to begin during this class. You will need to complete Step 1 and post it as your blog for this module. The duration for the project should last until the end of the semester. Throughout the course you will be asked to update us on your progress through the blog. At the end of the course you will be asked to submit Step 5. While maintaining an open mind, read fellow classmates postings, and respond in a non-judgmental constructive way to other postings. Remember our goal is to learn from each other; not to judge each other. This will be good practice for working with clients who may have very different values and opinions than you do.

B. Module Two: Working Toward a Healthy Lifestyle

1. Learning Outcomes: Upon successful completion of this module, the student will:
   - Describe the dietary guidelines proposed by health organizations. (F1,2,5-17)(C1,5-18)
   - Describe MyPlate. (F1,2,5-17)(C1,5-18)
   - Discuss how to read ingredient and nutrition fact labels on manufactured foods. (F1,2,5-17)(C1,5-18)
   - Discuss the three functions of food. (F1,2,5-17)(C1,5-18)
   - List the seven components of food, and identify common foods that
contain each component. (F1,2,5-17)(C1,5-18)

- **Discuss vegetarian diets:** veganism, lacto-vegetarianism; lacto-ovo-vegetarianism. (F1,2,5-17)(C1,5-18)
- **Describe the extent and causes of obesity in America.** (F1,2,5-17)(C1,5-18)
- **Identify your Body Mass Index (BMI) and discuss its significance to your health.** (F1,2,5-17)(C1,5-18)
- **Discuss why calorie-restricting weight-loss programs fail.** (F1,2,5-17)(C1,5-18)
- **Discuss why exercise is the key to healthy weight maintenance.** (F1,2,5-17)(C1,5-18)
- **List the psychological factors that contribute to weight problems.** (F1,2,5-17)(C1,5-18)
- **Discuss the advantages and disadvantages of medical treatments for obesity.** (F1,2,5-17)(C1,5-18)
- **Describe the signs of anorexia nervosa and bulimia.** (F1,2,5-17)(C1,5-18)
- **Discuss the health and psychological benefits of physical activity.** (F1,2,5-17)(C1,5-18)
- **Compare and contrast aerobic and strength training to include discussing the health values of each.** (F1,2,5-17)(C1,5-18)
- **Develop a plan for incorporating physical activity into your life.** (F1,2,5-17)(C1,5-18)
- **Define key terms and discuss key concepts in the module.** (F1-17)(C1-20)

2. **Learning Activities:**
   a. **Read:** Chapters 5, 6, and 7 in the textbook. (F1-2,9-13,16; C1,3,5-8,15,18)
   b. **Key Terms & Key Concepts:** MyPlate, calorie dense, nutritionally dense, ingredients label, Nutrition facts label, percent daily value, anemia, calorie, Dietary Reference Intakes (DRIs), essential nutrients, goiter, kilocalorie, metabolism, nutritional calorie, Recommended Dietary Allowances (RDAs), amino acids, basal metabolic rate (BMR), basal metabolism, essential amino acids, nonessential amino acids, protein, carbohydrates, complex carbohydrates, fructose, glucose, simple sugars, sucrose, cellulose, fiber, glycogen, hemicellulose, insoluble fiber, lactase, lactose, soluble fiber, starch, artificial fats, cholesterol, fatty acids, lecithin, linoleic acid, lipids, monounsaturated fatty acid, polyunsaturated fatty acid, saturated fat, trans fatty acid, antioxidants, fat-soluble vitamins, functional food, homocysteine, minerals, vitamins, water-soluble vitamins, phytochemicals, dietary supplements, nutraceutical, sulfites, gamma irradiation, genetically modified food, lacto-ovo-vegetarian, lacto-vegetarian, reactive hypoglycemia, vegan, vegetarian, body mass index (BMI), essential fat, obesity, storage fat, energy balance, triglyceride, liposuction, body dysmorphic disorder, body image, anorexia nervosa, binge eating disorder, bulimia, female athlete triad, aerobic, anaerobic, sedentary, metabolic equivalents (METS), physical activity level (PAL), relative perceived exertion, aerobic training, cardiorespiratory fitness,
cross-training, pedometer, target heart rate, training effect, isometric training, Pilates, strength training, endurance, flexibility range of motion, yoga, body composition, t’ai chi ch’uan, androgenic anabolic steroids, creatine, ergogenic aids, erythropoietin, human growth hormone, overuse injuries, RICE

c. **Test Your Knowledge**: Go to: [http://jblearning.com](http://jblearning.com) for the following Student Resources: Web Exercises, Self-Assessments, Health and Wellness in the News, Online Quizzes, Interactive Summaries, Animated Flashcards, Crossword Puzzles, Interactive Glossaries, Chapter Outlines. The access code is provided in the front of the textbook. (F1-2,5-17; C1,3-20)

d. **Module Activities**:

- Review the Self-Assessment tools at the back of your Text book for Chapters 5-7. (F1-2,5-17; C1,3-20)
- Go to: [http://jblearning.com](http://jblearning.com) for the following Student Resources: Web Exercises, Self-Assessments, Health and Wellness in the News, Online Quizzes, Interactive Summaries, Animated Flashcards, Crossword Puzzles, Interactive Glossaries, Chapter Outlines. The access code is provided in the front of the textbook (F1-2,5-17; C1,3-20)

e. **Lab Assignment**: (F1,2,7,13,16,17)(C1,5-8,18-19)

1. Complete the following exercises in your workbook: 5.1, 5.2 and 5.3 write a summary of what you discovered.
2. Complete exercise 6.1 Fast-Food Restaurant Research. Write your responses to all 8 items.
3. Complete 6.2 My Body Weight and 6.3 Managing my Weight in your workbook write a summary of what you discovered.
4. Complete 7.1 Putting Exercise Into My Life, 7.2 Walking for Health and 7.3 My Target heart Rate Zone and write a summary of what you discovered.

*The summary for each assessment should be at least 1/3/ to 1/2 page; do not use one word or one sentence for your answers. This applies to all modules throughout the course.*

f. **Blog Assignment**:

1. Update on Health Change Project.
2. While maintaining an open mind read fellow classmates postings, and respond in a non-judgmental constructive way to some other students’ postings. Remember our goal is to learn from each other not to judge each other. This will be good practice for working with clients who may have very different values and opinions than you do.

C. **Module Three: Building Healthy Relationships**

1. **Learning Outcomes**: Upon successful completion of this unit, the student will:
   - Describe the female and male reproductive systems. (F1,2,5-17)(C1,5-18)
   - Explain the sexual response cycle. (F1,2,5-17)(C1,5-18)
   - Define sexual orientation. (F1,2,5-17)(C1,5-18)
• Identify and describe the essential components of good communication. (F1,2,5-17)(C1,5-18)
• Explain what takes place during pregnancy, beginning with fertilization. (F1,2,5-17)(C1,5-18)
• Identify and describe important health habits during pregnancy. (F1,2,5-17)(C1,5-18)
• Discuss three risks to fetal development. (F1,2,5-17)(C1,5-18)
• Describe the birthing process. (F1,2,5-17)(C1,5-18)
• Discuss reasons for infertility and options for infertile couples.
• Identify the advantages and disadvantages for popular fertility control methods. (F1,2,5-17)(C1,5-18)
• Define abortion and describe the different types of abortion procedures. (F1,2,5-17)(C1,5-18)
• Describe the impact of sexually transmitted diseases (STDs) on society. (F1,2,5-17)(C1,5-18)
• Identify the causative agent, symptoms and treatment for common STD’s. (F1,2,5-17)(C1,5-18)
• Define key terms and discuss key concepts in the module. (F1-17)(C1-20)

2. Learning Activities:
   a. Read: Chapters 8-11 in the textbook. (F1-2,9-13,16; C1,3,5-8,15,18)
   b. Key Terms & Key Concepts: fallopian tubes, ova, ovaries, secondary sex characteristic, uterus, vagina, cervix, clitoris, cystitis, labia majora, labia minora, ovulation, cystitis, urethra, urethritis, urinary tract infection (UTI), vulva, vulvoginitis, amenorrhea, breasts, dysmenorrheal, endometrium, fertility cycle, follicle-stimulating hormone, luteinizing hormone, menarche, menopause, menstrual cycle, menstruation, premenstrual dysphoric disorder (PMDD), circumcision, Cowper’s glands, gender identity, foreskin, penis, prostate gland, scrotum, semen, seminal vesicles, sexual orientation, smegma, socialization, testes, myotonia, orgasm, sexual response cycle, vasocongestion, celibacy, masturbation, spectatoring, self-disclosure, feedback, I-statements, literal message, metamessage, you-statements, ectopic pregnancy, embryo, fertilization, human chorionic gonadotropin (HCG), seminiferous tubules, zygote, amnion, amniotic fluid, placenta, amniocentesis, chorionic villus sampling (DVS), afterbirth, Braxton-Hicks contractions, episiotomy, first stage labor, labor, lightening, second stage labor, third stage labor, cesarean section (C-section), colostrums, puerperium, artificial insemination, infertile, prolactin, sterility, wean, in vitro fertilization (IVF), failure rate, lowest observed failure rate, typical failure rate, withdrawal method, combination hormonal contraceptives, douching, diaphragm, intrauterine device (IUD), mini pill, progestin-only contraceptives, progestin-only implantation methods, cervical cap, condom, contraceptive sponge, fertility awareness methods, spermicide, basal body temperature (BBT) method, calendar rhythm, hysterectomy, luteinizing hormone, symptom-thermal method, tubal ligation, vasectomy, abortion, manual vacuum aspiration, medical abortion, sexually transmitted diseases (STDs),
bacterial vaginosis (BV), Chlamydia, epididymitis, gonorrhea, anogenital warts, chancre, herpes, human papillomavirus (HPV), syphilis, human immunodeficiency virus (HIV), pubic lice, scabies, hemophilia.

c. **Test your Knowledge:**
1. Review the Self-Assessment tools at the back of your Textbook for Chapters 8-11. (F1-2,5-17; C1,3-20)
2. Go to [http://jblearning](http://jblearning) for the following Student Resources: Web Exercises, Self-Assessments, Health and Wellness in the News, Online Quizzes, Interactive Summaries, Animated Flashcards, Crossword Puzzles, Interactive Glossaries, Chapter Outlines. The access code is provided in the front of the textbook. (F1-2,5-17; C1,3-20)

d. **Module Activities:**
Lab Assignment (F1,2,7,13,16,17)(C1,5-8,18-19)
1. Complete exercises 8.4 Sexual Communication and 8.5 My Attitudes About Love in your workbook write a summary of what you discovered about yourself.
2. Complete the first 3 items (write them in your assignment) for exercise 8.6 My Relationship Wants and Needs, item 4 is optional.
3. Complete exercise 8.7 My Relationship values in your workbook. Write a summary of your findings.

e. **Blog Assignment**
1. Update on Health Change Project.
2. While maintaining an open mind read fellow classmates postings, and respond in a non-judgmental constructive way to some other students’ postings. Remember our goal is to learn from each other not to judge each other. This will be good practice for working with clients who may have very different values and opinions than you do.

f. Complete Exam 1

**D. Module Four: Understanding and Preventing Disease**

1. **Learning Outcomes:** Upon successful completion of this unit, the student will:
   - Explain how infectious diseases are prevented and treated. (F1,2,5-17)(C1,5-18)
   - Describe the body’s natural antibodies against infectious diseases. (F1,2,5-17)(C1,5-18)
   - Discuss the importance of antibiotics and the implications of antibiotic resistant strains of bacteria. (F1,2,5-17)(C1,5-18)
   - Discuss how immunizations prevent infections. (F1,2,5-17)(C1,5-18)
   - Discuss the etiology, symptoms, and treatments for cold and flu. (F1,2,5-17)(C1,5-18)
   - Describe how unwanted activities of the immune system cause allergies. (F1,2,5-17)(C1,5-18)
   - Discuss organ transplants, blood transfusions, and Rh factor. (F1,2,5-17)(C1,5-18)
• Describe how HIV causes AIDS. (F1,2,5-17)(C1,5-18)
• Identify and describe the most important ways to prevent cancer. (F1,2,5-17)(C1,5-18)
• Describe the kinds of environmental agents that cause cancer. (F1,2,5-17)(C1,5-18)
• Discuss how cigarette smoke and diet contribute to cancer. (F1,2,5-17)(C1,5-18)
• Discuss coping mechanisms for someone with cancer. (F1,2,5-17)(C1,5-18)
• Discuss the importance of genes in health and disease. (F1,2,5-17)(C1,5-18)
• Define key terms and discuss key concepts in the module. (F1-17)(C1-20)
• Explain the role atherosclerosis plays in heart disease. (F1,2,5-17)(C1,5-18)
• Identify the major risk factors of heart disease. (F1,2,5-17)(C1,5-18)
• List dietary supplements and foods that help maintain a healthy cardiovascular system. (F1,2,5-17)(C1,5-18)

2. Learning Activities:
a. Read: Chapters 12-15 in the textbook. (F1-2,9-13,16; C1,3,5-8,15,18)
b. Key Terms and Key Concepts: communicable disease, etiology, malaria, pathogen, probiotic therapy, vector, penicillin, cilia, DNA, leukocytes, macrophages, Lyme disease, mononucleosis, hepatitis, ulcers, antibodies, immune system, lymph nodes, lymphatic system, antigens, B-Cells, cell mediated immunity, cytokines, humoral immunity, immunizations, T-cells, vaccines, allergens, contact dermatitis, histamine, anaphylactic shock, asthma, food allergies, arthritis, autoimmune diseases, histocompatibility, HLA, lupus erythematosus, multiple sclerosis (MS), myelin, AIDS, HIV, immunosuppressive drugs, universal donors, universal recipients, AIDS antibody test, opportunistic infection, Western blot, benign tumor, cancer, malignant tumor, metastasis, pathologist, tumor, biopsy, cancer susceptibility gene, epidemiology, ionizing radiation, mutations, chemical carcinogen, mesothelioma, tumor viruses, xenoestrogens, mammogram, basal cell carcinoma, melanoma, prostate specific antigen (PSA) test, squamous cell carcinoma, chemotherapy, radiation therapy, arteries, capillaries, cardiovascular disease, coronary arteries, heart attack, infarction, ischemia, myocardium, stroke, veins, aorta, atrial fibrillation, cardiologist, defibrillator, pacemaker, sinoatrial node, angina pectoris, arteriosclerosis, atherosclerosis, cardiac catheterization, coronary artery bypass surgery, open heart surgery, plaque, varicose veins, CPR, percutaneous transluminal coronary angioplasty, aneurysm, carotid endarterecotomy, high density lipoprotein (HDL), low density lipoprotein (LDL), C-reactive protein, essential hypertension, familial hyperlipidemia, hypertension, secondary hypertension, statins, diastole, metabolic syndrome, systole, antioxidant, free radicals, type A behavior, chromosomes, DNA, karyotype, congenital birth defect, hereditary genetic disease, teratogen, amniocentesis,
chorionic villus sampling, fetal alcohol syndrome, ultrasound scanning, genetic counseling, embryonic stem cells, gene therapy.

c. **Test Your Knowledge:**
   1. Review the Self-Assessment tools at the back of your Text book for Chapters 12-15. (F1-2,5-17; C1,3-20)
   2. Go to: [http://jblearning.com](http://jblearning.com) for the following Student Resources: Web Exercises, Self-Assessments, Health and Wellness in the News, Online Quizzes, Interactive Summaries, Animated Flashcards, Crossword Puzzles, Interactive Glossaries, Chapter Outlines. The access code can be found in the front of the textbook. (F1-2,5-17; C1,3-20)

d. **Module Activities:**
   **Lab Assignment:**  (F1,2,7,13,16,17)(C1,5-8,18-19)
   1. Complete exercise 13.1 My Cancer Risk. Write up a summary of what you learned about the three types of cancer you choose; be sure to include information about your risk. State what things you are doing now to decrease your risk.
   3. Complete exercise 14.1 My Risk for Heart Disease. Write up a summary of what you learned. State what things you are doing now to reduce your risk.
   4. Complete exercise 15.1 My Family Medical History. Why is knowing about your family past medical history important to you? If you do not have any information on your family’s medical history what can you do to make sure that you leave behind good records for your descendants?

   *The summary for each assessment should be at least 1/3/ to 1/2 page; do not use one word or one sentence for your answers. This applies to all modules throughout the course.*

e. **Blog Assignment:**
   1. Update on Health Change Project.
   2. While maintaining an open mind read fellow classmates postings, and respond in a non-judgmental constructive way to some other students’ postings. Remember our goal is to learn from each other not to judge each other. This will be good practice for working with clients who may have very different values and opinions than you do.

F. **Module Five: Understanding Drug Use and Abuse**

1. **Learning Outcomes:** Upon successful completion of this unit, the student will:
   - Discuss common drugs of abuse and how they work. (F1,2,5-17)(C1,5-18)
   - Describe the impact of advertisement on drug use and abuse in American society. (F1,2,5-17)(C1,5-18)
   - Discuss the effects of the major classes of psychoactive drugs. (F1,2,5-17)(C1,5-18)
   - Discuss the health hazards of using anabolic steroids. (F1,2,5-17)(C1,5-18)
• Discuss the short and long term health-related and social consequences of tobacco use. (F1,2,5-17)(C1,5-18)
• Identify ways to quit smoking. (F1,2,5-17)(C1,5-18)
• Explain the effects of alcohol on the body. (F1,2,5-17)(C1,5-18)
• Discuss the effects of alcohol on behavior. (F1,2,5-17)(C1,5-18)
• Describe the long-term effects of alcoholism. (F1,2,5-17)(C1,5-18)
• Define key terms and discuss key concepts in the module. (F1-17)(C1-20)

2. **Learning Activities:**
   a. **Read:** Chapters 16-18 in the textbook. (F1-2,9-13,16; C1,3,5-8,15,18)
   b. **Key Terms & Key Concepts:** drug, medicine, pharmacognetics, receptor, contraindication, dose, double blind, drug hypersensitivity, side effects, teratogen, lifestyle drugs, over the counter drugs (OTC), psychoactive, direct to consumer advertising, drug abuse, addiction, physical dependence, cocaine, habituation, psychological dependence, stimulants, tolerance, withdrawal symptoms, amphetamines, caffeine, club drugs, Ecstasy (MDMA), gamma hydroxybutyrate (GHB), hypnotics, ketamine, sedatives, Rohypnol, tranquilizers, hallucinogens, hashish, marijuana, opiates, inhalants, LSD, PCP, chewing tobacco, moist snuff, nicotine, snuff, tar, alveoli, bronchitis, carcinogens, e-cigarette (e-cig), COPD, emphysema, trachea, nicotine replacement therapy, quit date, dangerous drinking, ethyl alcohol (ethanol), isopropyl alcohol, methyl alcohol, proof, secondhand binge effects, acetaldehyde, blood alcohol content, congeners, hangover, fetal alcohol syndrome, alcohol abuse, alcoholism, delirium tremens (DTs), bender, blackout, codependency, denial, enabling,
   c. **Test Your Knowledge:**
      1. Review the Self-Assessment tools at the back of your Text book for Chapters 16-18. (F1-2,5-17; C1,3-20)
      2. Go to: [http://jblearning.com](http://jblearning.com) for the following Student Resources: Web Exercises, Self-Assessments, Health and Wellness in the News, Online Quizzes, Interactive Summaries, Animated Flashcards, Crossword Puzzles, Interactive Glossaries, Chapter Outlines. The Access code can be found in the front of the textbook (F1-2,5-17; C1,3-20)
   d. **Module Lab Activities:** (F1,2,7,13,16,17)(C1,5-8,18-19)
      2. Complete and submit exercise 16.4 Drugs in Media and Advertising in the workbook. Respond to all questions for the two examples of advertising that is required for the exercise.
   e. **Blog Assignment:**
      1. Now is the time to complete your Health Behavior Change Project. You will need to complete Step 5 and post it as your discussion for this module. While maintaining an open mind read fellow classmates postings, and respond in a non-judgmental constructive way to at least two other students’ postings. Remember our goal is to learn from each
other not to judge each other. This will be good practice for working with clients who may have very different values and opinions than you do.

2. While maintaining an open mind read fellow classmates postings, and respond in a non-judgmental constructive way to some other students’ postings. Remember our goal is to learn from each other not to judge each other. This will be good practice for working with clients who may have very different values and opinions than you do.

F. **Module Six: Making Healthy Choices**

1. **Learning Outcomes:** Upon successful completion of this unit, the student will:
   - Describe the different kinds of interpersonal violence and explain how they affect health. (F1,2,5-17)(C1,5-18)
   - Discuss the symptoms and long-term effects of PTSD. (F1,2,5-17)(C1,5-18)
   - Discuss the different types of child abuse and why the incidence of abuse varies in different cultures. (F1,2,5-17)(C1,5-18)
   - Discuss the impact of sexual abuse, sexual assault, forcible rape and acquaintance rape. (F1,2,5-17)(C1,5-18)
   - Define elder abuse and the factors that contribute to it. (F1,2,5-17)(C1,5-18)
   - Discuss the impact and strategies of prevention for accidents and unintentional injuries. (F1,2,5-17)(C1,5-18)
   - Distinguish between different types of health care professionals. (F1,2,5-17)(C1,5-18)
   - Compare and contrast private health insurance, preferred provider organizations and HMOs. (F1,2,5-17)(C1,5-18)
   - Explain why health care costs have escalated. (F1,2,5-17)(C1,5-18)
   - Discuss health care reform and its effects on personal health care. (F1,2,5-17)(C1,5-18)
   - Describe the biological and social changes that occur with aging. (F1,2,5-17)(C1,5-18)
   - Describe several ways to prevent osteoporosis and reduce the risk of Alzheimer’s disease. (F1,2,5-17)(C1,5-18)
   - Identify the stages of death and dying as defined by Elizabeth Kubler-Ross. (F1,2,5-17)(C1,5-18)
   - Describe factors involved in healthy aging. (F1,2,5-17)(C1,5-18)
   - Discuss the relationship between environment and health to include the effects of air pollution, pesticide contamination, water pollution and food contamination. (F1,2,5-17)(C1,5-18)
   - Explain the greenhouse effect and the predicted consequences of global warming. (F1,2,5-17)(C1,5-18)
   - Identify the potential health problems associated with noise pollution and EMFs. (F1,2,5-17)(C1,5-18)
• Discuss how human population growth will affect global health and environmental issues. (F1,2,5-17)(C1,5-18)
• Define key terms and discuss key concepts in the module. (F1-17)(C1-20)

2. **Learning Activities:**
   a. **Read:** Chapters 19-24 in the textbook. (F1-2,9-13,16; C1,3,5-8,15,18)
   b. **Key Terms & Key Concepts:**
      - diagnosis, HMO, managed care, MRI, preferred provider organization, cosmetic surgery, medicalization, alternative medicine, Ayurvedic medicine, complementary medicine, integrative medicine, chiropractic, homeopathy, acupuncture, meridians, osteopathy, subluxation, herbal medicines, naturopathy, therapeutic massage, aromatherapy, biomagnetic therapy, accident, accident mitigation, accident prevention, safety, unintentional injury, injury epidemiology, powered two-wheelers, laryngospasm, poison, concussion, repetitive motion disorders, sick building syndrome, aging, average life span, life expectancy, maximum life span, gerontology, specific metabolic rate, Alzheimer’s disease, caloric restriction, senile dementia, amyloid protein, Parkinson’s disease, age related macular degeneration, hormone replacement therapy, osteoporosis, age related hearing loss, advanced directive, health care power of attorney, living will, physician assisted suicide, hospice, intimate partner violence, stalking, violence, child abuse, shaken baby syndrome, acquaintance rape, forcible rape, sexual violence, rape trauma syndrome, elder abuse, firearm violence, bullying, hate crime, environment, photochemical smog, smog, chlorofluorocarbons, ozone layer, emission, exposure, plumbism, radon, fungicide, herbicide, insecticide, pesticide, rodenticide, endocrine disruptors, phthalates, bisphenol-A (BPA), biomonitoring, decibel, electromagnetic fields, tinnitus.
   c. **Test Your Knowledge:**
      1. Review the Self-Assessment tools at the back of your Text book for Chapters 19-24. (F1-2,5-17; C1,3-20)
      2. Go to: [http://jblearning.com](http://jblearning.com) for the following Student Resources: Web Exercises, Self-Assessments, Health and Wellness in the News, Online Quizzes, Interactive Summaries, Animated Flashcards, Crossword Puzzles, Interactive Glossaries, Chapter Outlines. The access code can be found in the front of the textbook (F1-2,5-17; C1,3-20)
   d. **Module Activities:**
      *Lab assignment:* (F1,2,7,13,16,17)(C1,5-8,18-19)
      2. Complete exercise 20.1 Exploring Complementary and Alternative Medicine and write a summary paragraph on what you found.
      3. Complete all of exercise 20.2 Evaluating Complementary and Alternative Web Sites in your workbook. Be sure to answer each question for each of the three web sites you visit
      4. Complete the following exercises in your workbook: 21.1; 21.2; and 22.1. Write up a summary on what you learned.
* Complete Exam 2

* Research Paper (F1,2,7,13,16,17; C1, 5-8,18-19)

Choose 1 of the below topics for your research paper. It should follow these guidelines:
- It must be at least 7 pages (not to exceed 10 pages) this includes a cover page and a reference page.
- It must be formatted using APA format.
- It must be in Courier New or Times Roman font 12 pitch
- It must be double spaced
- It can be done in either a powerpoint presentation or a word document

1. Choose one of the mental disorders discussed in the text that you are most interested in. Include a definition and common characteristics. Be sure to include information on its prevalence among children/adolescents/adults.

2. The relationship between mind and body is critical to wellness; based on what you have discovered about yourself in this module how does your mind (thoughts and feelings) affect your body image? How might others be affected by their thoughts and feelings (for example how might adolescents respond to their perception of how their body should look and what they actually see in the mirror)? How can this affect self-concept and self-esteem?

3. Choose one of the sexually transmitted infections/diseases discussed in the text, do some additional research. Write a ½ to 1 page summary on your findings, be sure to list the resources you used.

4. Choose one of the drugs discussed in Chapter 16 and do some research on it (outside of the book). Complete a PowerPoint presentation (10-15 slides) about what you learned. Be sure to include a list of the references that you used.

5. Post Traumatic Stress Disorder (PTSD). Include information on the causes and the treatment. Be sure to list your references.

Critical Thinking Questions  (F1,2,7,13,16,17; C1, 5-8,18-19)

Choose 4 of the following questions to complete. They should be answered in at least one page, double spaced, Time New Romans/Courier New 12 pitch. Make sure to list all references used at the end of the document using APA formatting.

Imagine that you are the Surgeon General of the United States, who formulates nation health policy. (A former surgeon general, C. Everett Koop, formulated the crusade against tobacco smoking a generation ago.). Describe what you believe is the primary health problem in the United States today. Justify your choice with as many facts as you can. Describe the steps you
believe should be taken by government, private companies, organizations, and individuals to eradicate this health problem.

What is the role of religion/spirituality in health? To what degree should religion/spirituality be part of the clinical encounter between patient and physician?

Do you experience test anxiety to such a degree that you become physically or emotionally upset before or after taking an exam? If so, describe your symptoms and feelings. If you’re anxious about an exam coming up in the near few weeks, try the exercise described in the Managing Stress box entitled “Visualization Reduces Exam Anxiety” for at least a week before taking the exam. After the exam, describe your experience in detail and indicate whether you performed better than you expected on the exam.

List five characteristics of a mentally health person. If you were a parent, how would you ensure that your child(ren) grow(s) up to manifest the five characteristics on your list.

Explain how an herbicide (weed-killing chemical) could wind up in the breast milk of a woman living hundreds of miles away from the site of herbicide application. Are you concerned about pesticides and additives in the food supply? Why or why not?

How have eating disorders touched your life?

What are the effects on society and on organized sports of athletes using performance-enhancing drugs, even when such substances are legal?

In the United States when a boy is born, the parents are faced with the decision of whether to have him circumcised. Proponents of circumcision have any number of reasons for supporting it: religion, culture, health, or hygiene. Opponents of circumcision say that is is unnecessary risk and pain to the child. What are your beliefs? On what do you base your beliefs? Talk to someone who disagrees with you and see if your beliefs change or soften.

Extra credit:

1. Select one food/drink that you consume that you would like to consume less often, or one that causes you concern about the effects it may have on your health. Do the following: find printed nutritional information about that food from a web site, or the label of the food/drink item. Identify this information about the item: serving size; calories per serving; grams of protein, fat and carbohydrate per serving; type of fat; amount of sodium, fiber, sugar and cholesterol; vitamin/mineral content; whether the item contains any dyes or coloring; whether the item contains any preservatives; expiration date; how the item should be stored/packaged/transported for maximum safety.

2. State what you will do with the information you discovered. Will it lead you to make food choice changes, try to influence others to become label readers?