



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number	Course Title	Credits
HPE111	Living with Health	3

Hours:	Co- or Pre-requisite	Implementation
Lecture/Lab/Other	ENG 034 or college-level proficiency in	Semester & Year
3/0/0	reading	Spring 2022

Catalog description:

Through critical thinking and self-assessments students will optimize their physical, psychological, social, intellectual and environmental wellbeing. Topics include determinants of health; disease; disability; consumer education; health literacy; infectious and chronic diseases; aging; diversity; immediate and long-term effects of lifestyle choices including: fitness, diet, stress management, destructive behaviors, dependency and sexuality.

3 credits

General Education Category:
Not GenEd

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Required texts & Other materials:

Essential Concepts for Healthy Living
By: Alters and Schiff
Publisher: Jones and Bartlett Publishers
978-1-284-15279-1
8th Edition

Course Student Learning Outcomes (SLO):

The student will be able to:

1. identify and describe determinants of health, disease and disability (ILG 3,11, PLO 1,3,5)
2. analyze and interpret information for credibility and quality as they pertain to health situations. (ILG 10,11, PLO 3,5)
3. assess how personal health behaviors contribute to promotion of health and prevention of disease and disability (ILG 3,5, PLO 3,4)
4. promote an understanding of and respect for the health related differences associated with our ethnic, cultural backgrounds, gender and age. (ILG 8, PLO 3)

5. defend the impact of one's lifestyle choices on the immediate and future welfare of oneself and society. (ILG 5, PLO 11)

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 3. Science. Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.

Institutional Learning Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Program Learning Outcomes for Exercise Science A.S. (PLO)

1. Succeed academically upon transfer to a baccalaureate program related to exercise science;
2. Secure employment in the field of exercise science;
3. Demonstrate the knowledge, skills, and ethical integrity necessary to succeed and grow as a health, wellness, fitness, and/or athletic performance professional;
4. Apply scientific and physiological principles to the promotion and enhancement of health, wellness, fitness, and athletic performance;
5. Assess and evaluate an individual's health and performance;
6. Prescribe workouts for generally healthy individuals as well as for athletic populations and those with special considerations;
7. Conduct safe and effective training sessions with generally healthy individuals

Units of study in detail – Unit Student Learning Outcomes:

Unit I: Foundations of Health

1. Health: The Foundation For Life (SLO 1,2,3,4,5)

Learning Objectives: The student will/will be able to...

- Explain the modern concept of health, define health, and identify the different dimensions of health.
- Display a developed level of health literacy.
- Explain the prospects of a healthy America for the 21st century.
- Identify the different Health Behavior models and theories.
- Explain why Americans' life expectancy increased dramatically during the 20th century.
- Outline the steps of the decision-making process as it relates to health.
- Outline the steps of the behavioral change process.
- Identify reliable sources of health information.
- Describe the effects that lifestyle choices can have on health.
- Identify cause and effect relationships between different components of health.
- Explain why motivation and commitment are essential if a person is to change health-related behaviors.

2. Psychological Health (SLO 3,4)

Learning Objectives: The student will/will be able to...

- Describe the characteristics of psychologically healthy people.
- Compare Freud's and Erikson's ideas concerning personality development.

- List common defense mechanisms and provide examples of each.
- Describe Maslow's hierarchy of human needs and the characteristics of a self-actualized person.
- Explain how biological and environmental factors interact to influence psychological health.
- Define psychological adjustment and growth.
- Define self-esteem and identify factors that influence their self-esteem.
- Differentiate abnormal emotional responses from normal ones.
- Identify common psychological health disorders and describe the major symptoms of these disorders.
- List the major signs of impending suicide and describe suicide prevention actions.

3. Stress and its Management (3,5)

Learning Objectives: The student will/will be able to...

- Define stress and stressors.
- Differentiate between distress and eustress.
- Differentiate between physical and psychological responses to stressors.
- Describe the three stages of the general adaptation syndrome.
- Describe how health is affected by stress and how personality distinguishes responses to stress.
- Explain how stress affects chronic health problems.
- Describe various positive and negative ways of coping with stress. What is the difference between problem and emotion focused strategies of coping with stress.
- Identify stress reduction techniques.

Unit 2. Reproductive Health & Sexuality

4. The Reproductive System (SLO 3,4,5)

Learning Objectives: The student will/will be able to...

- Identify parts of the male and female reproductive systems and describe the function and location of each part.
- Identify actions that women can take to increase their chances of having healthy pregnancies and healthy babies.
- Describe events that occur during each stage of the birth process.
- Identify the various types of contraception, discuss how couples use each method correctly and rate the effectiveness of each method.
- List the pros and cons of using each method of contraception and the effectiveness of each.
- Identify three clinical abortion methods and describe when a particular method is used.
- Describe how puberty affects the reproductive system and how aging affects reproductive health.

5. Relationships and Sexuality (SLO 4)

Learning Objectives: The student will/will be able to...

- Define sexuality.
- Describe factors that influence a person's desire to form intimate relationships.
- List the characteristics of loving relationships.
- Identify factors that contribute to compatibility.
- Define homosexuality, heterosexuality, and bisexuality.
- Explain how culture and society influence sexual behavior.
- Differentiate between passionate and companionate love.
- Describe factors that are associated with long-term loving relationships.
- Discuss the biological origins and social ramifications of gender roles.
- Identify the phases of the human sexual response and the physiological changes that occur in males and females during each phase.
- Describe common sexual dysfunctions and their causes and treatments.
- Describe the impact of aging on sexuality.

Unit 3: Risky Behaviors

6. Violence and Abuse (SLO 4,5)

Learning Objectives: The student will/will be able to...

- Describe the effects of violence on society and personal health.
- Classify various forms of violence.
- Identify factors that contribute to violent behavior.
- Identify actions that they can take to reduce their risk of violence.
- Explain why cases of violence are often unreported to the police.
- Define sexual harassment and steps they can take to report such abuse.
- Define terms such as “pedophile,” “child molester,” and “elder abuse.”

7. Drugs, Alcohol, and Tobacco (SLO 1,3,5)

Learning Objectives: The student will/will be able to...

- Define drugs.
- Describe the effects that psychoactive drugs can have on health.
- Classify psychoactive drugs according to their effects on the body and mind.
- Explain the differences between drug use, misuse, and abuse.
- Define drug addiction or dependency.
- Identify personal characteristics that are associated with drug abuse.
- Describe current trends concerning illicit drug use in the United States.
- Describe ways in which over-the-counter drugs may be abused.
- Describe drug treatment and drug education programs.
- Identify the characteristics of “resilient” youth who are able to resist drug abuse.
- Identify risk factors contributing to alcoholism
- Discuss how alcohol abuse is detrimental to the human body.
- Identify the risks of tobacco use
- Describe risk factors for tobacco use
 - State the amount of pure alcohol in a standard drink.
 - Identify factors that influence the consumption of alcohol.
- Distinguish between responsible alcohol use, harmful alcohol use, alcohol abuse, and alcohol dependence.
- Describe light, moderate, and heavy drinking behaviors.
- Identify signs of alcohol abuse.
- Describe programs for the prevention and treatment of alcohol abuse.
- List the signs of fetal alcohol syndrome and explain how to prevent the condition.
- List products that contain tobacco and discuss how they are used.
- Identify the immediate and long-term health effects of using various products that contain tobacco.
- Identify cigarette smoking as the leading cause of preventable death in the United States.
- Identify the addictive substance in tobacco products.
- Describe the symptoms of nicotine withdrawal.
- Describe strategies for quitting the use of cigarettes and other tobacco products.
- Discuss the negative effects of smoking during pregnancy.
- Identify the health hazards that adults, infants, and children face if they are exposed to environmental tobacco smoke.

Unit 4: Keeping a Healthy Body

8. Nutrition (SLO 3,5)

Learning Objectives: The student will/will be able to...

- List the six classes of nutrients.
- Identify the classes of nutrients that supply energy.
- Identify the major roles and food sources of each class of nutrients.
- Describe how fiber affects health.
- Identify food sources of unsaturated fat, saturated fat, and cholesterol.
- List actions a person can take to reduce his or her lipid intake.
- Differentiate between complete and incomplete proteins.
- Describe the benefits of well-planned vegetarian diets.
- Discuss the importance of obtaining adequate amounts of iron and calcium.
- Describe the major characteristics of a nutritious diet.
- Indicate how to use the Nutrition Facts panel to choose low-fat food products.
- Describe health problems that can result from nutritional deficiencies or excesses.

- Identify healthy alternatives for sugar, fat, and salt.
- Describe the causes and treatment options for type-2 diabetes.

9. Body Weight and its Management (SLO 1,3)

Learning Objectives: The student will/will be able to...

- Identify major health problems that are associated with excess body fat.
- Explain how the BMI is used to define degrees of overweight and obesity.
- List the three major ways the body expends energy.
- Explain the concept of energy balance and how it relates to body weight.
- Compare various methods of determining body composition.
- Explain how biological, environmental, and psychological factors influence the development of excess body weight.
- Compare and contrast various weight loss methods.
- Describe the typical features of fad diets.
- List characteristics of safe and reasonable weight reduction programs.
- Describe steps a person can take to gain lean body weight safely.
- Explain the importance of weight gain during pregnancy.
- Describe how obesity affects the health of children and the elderly.

10. Physical Fitness SLO (3,5)

Learning Objectives: The student will/will be able to...

- Define physical activity and exercise.
- Identify the benefits of leading a physically active lifestyle.
- List the major components of health-related physical fitness.
- Define aerobic exercise and name at least five different types of aerobic activities.
- Calculate target heart rates.
- Differentiate between isometric and isotonic forms of exercise.
- Identify the negative effects of using anabolic steroids.
- Design a personal workout session that includes warm-up and cool-down activities.
- List the components of RICE treatment for exercise-related injuries.
- Develop a physical fitness plan that can be followed for a lifetime.

Unit 5: Health Risks and Consequences

11. Cardiovascular Health (SLO 1,3,4,5)

Learning Objectives: The student will/will be able to...

- Describe the functioning of the cardiovascular system.
- Define atherosclerosis and explain how this process results in cardiovascular disease.
- List major risk factors for cardiovascular disease. Identify the risk factors that are controllable.
- Recall recommended cholesterol and blood pressure levels.
- Differentiate between HDL and LDL. Explain the significance of having high HDL or LDL levels, and describe actions that can reduce LDL levels and raise HDL levels.
- Describe the signs and symptoms of angina, heart attack, and stroke.
- Discuss actions that can reduce the risk of cardiovascular disease.
- Describe modern methods of treating cardiovascular disease.

12. Cancer & Other Diseases (SLO 1,3,5)

Learning Objectives: The student will/will be able to...

- List three traits of cancer cells that make them different from normal cells.
- Name four factors that can cause mutations in human cells.
- Describe at least two important differences between a benign and a malignant tumor.

- List risk factors for major cancers including cancers of the skin, breast, prostate, lung, cervix, uterus, ovary, and oral cavity.
- Identify the type of cancer that is the leading cause of cancer deaths in America.
- Describe lifestyle factors that contribute to the development of cancers.
- Identify tests or examinations used to identify major forms of cancer.
- List the seven warning signs of cancer.
- List three cancer risk factors over which a person has no control.
- Identify steps they can take to reduce their risk of cancer.
- Distinguish between noninfectious and infectious diseases.
- Identify ways in which hereditary material is damaged.
- Identify types of pathogens.
- Describe the chain of infection.
- Distinguish between communicable and noncommunicable transmission of infectious disease.
- Explain the process of infection.
- Discuss the body's specific and nonspecific defenses against pathogens.
- Describe how macrophages, T cells, and B cells combat infectious agents.
- Differentiate between active and passive forms of immunity and provide examples of how one can become immune to infectious diseases.
- Identify ways to reduce the risks of contracting infectious diseases.
- Explain how people contract sexually transmitted infections (STIs).
- List three ways in which HIV is transmitted; list ways in which HIV is not transmitted.
- Identify specific groups of Americans that have a high risk of contracting HIV.
- Briefly describe the signs and symptoms of STIs in both men and women.
- Describe the possible long-term health effects of genital herpes, HPV, HIV, syphilis, gonorrhea, and chlamydial infection.
- Identify which STIs are curable and those that are not.
- List ways to reduce or eliminate the risk of acquiring sexually transmitted infections and infestations.
- Explain how condoms are used properly to reduce the risk of STIs.
- Explain why teenagers have a high risk of STIs.

Unit V: Global Health Care and Responsibility

13. Aging, Dying, and Death (SLO 1,5)

Learning Objectives: The student will/will be able to...

- Define aging, senescence, life span, and life expectancy.
- Define ageism and describe its effects.
- List physical changes associated with the normal aging process.
- Identify health conditions that are associated with unhealthy aging.
- Identify psychosocial changes that are associated with aging.
- Discuss theories that explain why people age.
- Describe actions that reduce the likelihood of dying prematurely.
- List four signs of death.
- Discuss the five stages that Kübler-Ross developed to describe the emotional responses of dying persons.
- Define euthanasia and differentiate between active and passive forms of euthanasia.
- Explain the benefits of having an advance directive.
- Differentiate between normal and abnormal grieving.

14. Environmental Health (SLO 5)

Learning Objectives: The student will/will be able to...

- Describe ways to reduce the risk of accidental poisoning in the home.
- Identify common environmental health hazards and their sources.
- Identify federal legislation intended to protect consumers from being harmed by toxic chemical and products.
- Describe the negative effects that air pollution, water pollution, and loud sounds have on health.
- Distinguish between gray-air and brown-air cities.

- Take practical steps to reduce exposure to environmental health hazards.
- Relate the effects of overpopulation on world health.
- Identify ways to take responsibility for the global environment.

Evaluation of student learning:

Achievement of the course objectives will be evaluated through the use of the following tools:

- Informal writing in discussion boards, essay questions, student's reactions and reflections on the course content. (CG1, 2, 3, 4, 5)
- Tests assessing students' comprehension of major topics and details as listed under learning objectives. (CG1, 2, 3, 4, 5)

Project Values/Grade Breakdown

The final grade is based on the following values:	Percent
Weekly Assignments and Activities	53
Unit Tests	33
Cumulative Final Exam	14
Total	100