

PHED 3608**LIFETIME HEALTH CONCERNS**

3 Semester Hours

Semester/Year:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

COURSE DESCRIPTION

Examination of contemporary health issues across the lifespan with regard to selected health topics; health care systems and delivery; and the impact of demographics, behavior, and environment on personal, community, and national health status.

CONCEPTUAL FRAMEWORK**COURSE OBJECTIVES**

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement”, the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course’s objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are

identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

Student will:

1. assess leading causes of morbidity and mortality in the U.S., comparing life expectancy among major racial and ethnic groups (Mullen, McDermott, Gold, & Belcastro, 1996);
2. analyze selected demographic, environmental, and behavioral influences on community health (McKenzie & Pinger, 1995);
3. assess the role of poverty with regard to availability and accessibility of health care for minor communities (McKenzie & Pinger, 1995);
4. determine how poverty creates barriers to health care specific to women and their children (McKenzie & Pinger, 1995);
5. compare and contrast health problems of p-elementary, middle, and secondary school children and determine potential health education interventions at each level (Read, 1997);
6. analyze the role of gender in health status and availability of services (McKenzie & Pinger, 1995);
7. analyze the changing health status of women and identify current health issues specific to this population (Mullen et al, 1996);
8. assess the current health status of older Americans and indicate potential barriers to wellness in the later years (Ferrini & Ferrini, 1993);
9. describe historical and current ways people in the U.S. deal with the subject and process of death (Mullen et al, 1996);
10. describe the current U.S. health care system and identify problems with access and affordability (Daniel, 1996);
11. formulate a definition of "wise consumerism" and identify skills that can assist the consumer in negotiating his or her way through the health care/products marketplace (Mullen et al, 1996);
12. analyze the four "laws of ecology" by providing an example of how each law explains the problems of acid rain and hazardous waste (Mullen et al, 1996);
13. describe how to increase environmental sensitivity in the areas of transportation, water use, and solid waste disposal (Mullen et al, 1996)
14. compare and contrast health status between U.S. and other industrialized nations (McKenzie & Pinger, 1995);
15. examine the major health issues within developing countries throughout the world (McKenzie & Pinger, 1995);
16. analyze a variety of international health care delivery models (McKenzie & Pinger, 1995);

17. identify fundamental characteristics of effective prevention approaches to community health problems (Read, 1997); and
18. determine the role of the individual in community health and wellness (Read, 1997).

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

Anspaugh, D.J., & Ezell, G. (2004). Teaching Today's Health. (7th ed.). San Francisco, CA: Pearson Benjamin Cummings.

Support References:

Daniel, E.L. (1996). Taking sides: Clashing views on controversial issues in health and society. Guilford, CT: Dushkin Publishing Group.

Donatelle, R.J. & Davis, L.G. (1999). Access to Health. 6th ed. Boston, MA: Allyn and Bacon.

Ferrini, A.F., & Ferrini, R.L. (1993). Health in the later years. Madison, WI: Brown & Benchmark.

McKenzie, R., & Pinger, R.A. (1995). An introduction to community health. New York: Harper Collins.

Mullen, K.D., McDermott, R.J., Gold, R.S., & Belcastro, P.A. (1996). Connections for health. Madison, WI: Brown & Benchmark.

Read, D.A. (1997). Health education: A cognitive-behavioral approach. Boston, MA: Jones & Bartlett.

Periodical and Journal Readings: (Selected Readings as Assigned)

ASSIGNMENTS, EVALUATION PROCEDURES AND GRADING POLICY

Link to Conceptual Framework: The focus of this course is on examining health issues throughout the lifespan. The primary goals are as follows: 1) Develop an individual philosophy of the field of health education; 2) Develop a knowledge base of health concerns; and 3) Investigate possible health concerns and initiate activities for continual learning process. At the completion of this course, students will have demonstrated achievement in the areas of *decision making*: choosing a specific lifetime health concern and data collection strategies (**Assignments: Article Critiques, Midterm, Final**), *lifelong learning*: studying the effectiveness of practices and acquiring knowledge, ideas, and philosophies from professionals (**All Assignments**), *knowledge*: drawing on content and professional knowledge (**All Assignments**), being *proactive*: implementing new ideas (**Assignments: Article Critiques, Midterm, Final**), and *reflection*: engaging in ongoing, continuous reflection of the primary principles and philosophies of health education (**All Assignments**).

Assignments:

1. IN DEPTH INVESTIGATION PAPER: Each member of the class will be required to write an in depth investigation paper (5-8) pages in length on a current critical health issue. You will be responsible for selecting a topic. A topic must be selected and approved by September 15, 2003. Please feel free to brainstorm with me about possible ideas of interest. An outline of your proposed paper, including a minimum of ten references, is due on October 8. All work must be typed, double spaced in 12 point Times New Roman Font. The outline (10) and paper (40) will be worth a total of 50 points.
2. ARTICLE CRITIQUES: Students will prepare a 1-2 page critique of the selected article. The critique should involve a description of purpose, method, and results of each article. The critique should be typed, double spaced in 12 point Times New Roman font.

Student Evaluations:

Exams (2)	100
Assignments/Article Critiques	50
Paper	<u>50</u>
	200 total points possible

Grading Policy:

Final Term Grades: The final grade in the course will be assigned according to the following percentage of the Total Points Possible.

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = 0% - 59%

General Course Policies:

- A. All work is to be typed in 12 point Times New Roman font and double-spaced.
- B. Attendance is expected. Students are expected to join in class discussion and exhibit active listening. Roll will be taken at the beginning of each class and you will have the opportunity to earn extra points for attending all classes.
- C. Students who continually arrive to class late may be dropped from roll that day and those that leave early without notifying the instructor may be dropped from roll.
- D. Late work is not accepted (see below).
- E. The instructor must be contacted prior to any due date or exam to negotiate any alternative arrangements (per instructor approval). Makeups for classes and assignments missed are only for university approved events or documented illness. These situations require documentation prior to the date or on the first

day back to campus. Makeups must be completed within three days following return to class.

- F. Students who may need course adaptations or have a special need in order to complete course requirements are welcome to make an appointment with the instructor.

CLASS OUTLINE

Week 1 Introduction to lifetime health concerns

Week 2 Status of health in the United States/The Need for Health Education (Ch. 1)

Week 3 Mental Health and Stress Reduction (Ch. 6)

Week 4 Injuries: Accident and Violence Prevention (Ch. 19)

Week 5 Health and Gender Differences

Week 6 Health and Children

Week 7 Nutrition (Ch. 17)

Week 8 Considerations for Health education Instruction in Schools (Ch. 2, 3 & 4)

Week 9 **Midterm** / Health and Elderly

Week 10 Dying, Death, and Grief (Ch. 23)

Week 11 Consumer Health (Ch. 21)

Week 12 Environmental Health (Ch. 25)

Week 13 International Health Issues

Week 14 Disease Prevention and Health Promotion

Week 15 Community Health Issues & Role of the Individual in Health and Wellness

Week 16 **Final** Examination

Academic Misconduct

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or if another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in The Uncatalog, Undergraduate Catalog, and Graduate Catalog.