

GRAYS HARBOR COLLEGE
HEALTH PROMOTION AND FITNESS (HPF 101)
2003-2006
5 CREDITS
Instructor - Gary Arthur (538-4209 / garthur@ghc.ctc.edu)

I. COURSE CONTENT

The course emphasis is placed on the relationship between course content and lifestyle choices to foster a better understanding of health issues today. Current issues include, but are not limited to: physical fitness and nutrition; weight management; stress and emotional health; chemical use and abuse; issues in contemporary human sexuality; communicable and non-communicable disease; health-smart consumerism; our contemporary health-care system; aging, death and dying, and environmental health issues. The goal is simple - to improve the quality of your life!

II. AIMS AND OBJECTIVES

The following Competencies in the Disciplines that address Desired Student Abilities are listed below, followed by a 1 to 4 rating, 4 being the highest: Disciplinary learning (DL), Literacy (L), Critical Thinking (CT), Social and Personal Responsibility (SPR), and Information Use (IU).

As human beings, we are indeed "creatures of habit". The habits that we possess have a direct impact, either positive or negative, on our health and well-being. The goal of this class is to simply strive to improve the quality of your life by:

1.) Developing a personal philosophical perspective on the relationship between lifestyle and:

- holistic health and well-being
- chronic disease
- the environment
- society

(DL-4), (L-4), (CT-4), (SPR-4), (IU-3)

2.) Developing knowledge and appreciation of specific methods of personal health assessment, and the importance of such assessments. (DL-4), (L-3), (CT-4), (SPR-3), (IU-3)

3.) A knowledge and understanding of valid strategies for the modification of personal lifestyle behaviors. (DL-4), (L-4), (CT-4), (SPR-4), (IU-3)

4.) A knowledge and understanding of major concepts and research findings in the field of Health and Wellness. (DL-4), (L-4), (CT-4), (SPR-4), (IU-4)

5.) The ability to critically assess health-related information found in print/broadcast media, the internet, advertisements and personal conversation. (DL-4), (L-4), (CT-4), (SPR-3), (IU-4)

III. METHOD OF ASSESSMENT

Weekly Quizzes
Weekly Assessment Assignments
Class Project (Portfolio)

IV. DIVERSITY ISSUES

The class approaches Health Education from a Multicultural Perspective. All course content and issues of health education are multidimensional, and socially, psychologically, spiritually, and physically diverse.

V. COURSE CONTENT (summer quarter)

WEEK OF	CONTENT	QUIZ	CHAPTERS
1	Healthy Behavior, Managing Stress, Psychosocial Health.	wk 1	1,2,3
2	Violence and Abuse, Healthy Relationships, Managing Fertility	wk 2	4,5,6
3	Drugs - use, misuse, and abuse; Alcohol and Tobacco; Nutrition	wk 3	7,8,9
4	Managing Weight, Personal Fitness, Cardiovascular Disease	wk 4	10,11,12
5	Cancer, Infectious and Noninfectious Disease, Aging Process	wk 5	13,14,15
6	Environmental Health, Consumerism, Complementary and Alternative Medicine	wk 6	16,17,18

PROJECT PORTFOLIO DUE LAST WEEK OF QUARTER

PARTICIPATION POLICY

The students are required to complete the following weekly responsibilities: class discussions, weekly quizzes, weekly discussion papers, weekly speaker reaction papers.

VII. GRADING CATEGORIES

Attendance and Participation - 24 points (10%)
Speakers - 24 points (10%)
Project Portfolio - 72 points (30%)
Weekly Quizzes - 120 points (50%)

VIII. GRADING SCALE

98-100 = A+
93-97 = A
90-92 = A-
88,89 = B+
83-87 = B
80-82 = B-
78,79 = C+
73-77 = C
70-72 = C-

68,69 = D+
63-67 = D
60-62 = D-
59 and below = F

IX. METHODS OF INSTRUCTION

Lecture, Group Discussion, Guest Speakers, Class Discussion

X. TEXTBOOK

Health the Basics (fifth edition) by Rebecca J. Donatelle