

Linn-Benton Community College
6500 Pacific Blvd SW
Albany, OR 97321

Instructor:
Cindy Falk

Class Location:
ONLINE

Credits:
4

Course Description:
This course will provide students with an understanding of social and individual factors, personal choices, and behaviors that contribute to pre-mature death, disease, and disability.

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Office Hours:
By appointment,
in-person or
on zoom

ADA

If you feel you need academic adjustments for any type of disability, please see me in my office during my office hours or contact the Center of Accessibility Resources at 541.917.4789. If you have accommodations, please be sure to discuss those with me.

DISCRIMINATION

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws.

HE 225 - Social and Individual Health Determinants
SPRING 2022 -- CRN: 44843

COURSE MATERIALS:

TEXT: *The Power of Habit, Why We Do What We Do in Life/Business*
Access to computer or tablet for your classwork
Access to email

COURSE OBJECTIVES: This is a survey course designed to teach students to recognize how personal behaviors and choices may lead to health issues.

COURSE OUTCOMES: Upon completion of the class with a C or better, a student will:

1. Define the dimensions of health and relate them to health status.
2. Analyze how predisposing factors (i.e. – beliefs, attitudes, family units) affect behavior change goals and discuss behavior change skills and techniques.
3. Demonstrate an understanding of the Ecological Health Model
4. Critically evaluate sources of health information, particularly the internet, to determine reliability and validity.
5. Identify disparities in health and the underlying reasons for differences in health risks.
6. Discover career opportunities.

CLASS EXPECTATIONS:

Be prepared to participate in discussion forums

There undoubtedly will be technology glitches, so I will give ample time for assignments to be completed. However, do not wait until the last minutes to submit assignments. If you have an issue, please contact me via email ASAP so I can help you stay current.

Work not submitted on time will be docked points – any work submitted up to a week late will be worth ½ credit, after a week it will not be accepted unless alternate arrangements with me have been made.

EVALUATION:

Participation (Moodle forums)	various points
Assignments	400 points
Risk Behavior Discussions (2)	50 points
Projects (2)	150 points
<u>Self-Reflection (2)</u>	<u>various points</u>

GRADING SCALE:

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
>59%	F

DATES TO REMEMBER:

Friday, April 1	NO CLASSES - Inservice
Monday, April 4	last day to drop or add classes
Monday, May 30	NO CLASS – Memorial Day
Mon.-Wed., June 6-8	FINALS

Behavior Risk Discussions

Various due dates

(25 points each)

For this assignment, you will be examining risky behaviors **you engage in**. You will need to find at least 2 sources that address the risks of the chosen behavior. The **material you use should be from a reliable source (this is not Wikipedia), should be at least 4-6 pages in length, and should be from within the last 5 years**. **Using the sources listed in the resource section – JOURNAL RESOURCES and WEBSITES** in Moodle is the place you may want to start. **Attach links** to your sources in with your paper. Use the following format when completing this assignment:

- a. First, **read the material making note of any information that discusses the RISKS** of this behavior, as well as, **information you were unfamiliar with**.
- b. Then, write your discussion paper that includes:
 - The **behavior** and the **reasons** for engaging in the behavior,
 - The **frequency** at which you engage in this behavior,
 - The **risks you subject yourself to by continuing** this behavior (**use and cite** information from your articles),
 - The **health issues** you may already be experiencing as a result of engaging in this behavior,
 - The **path you have taken** in trying to change this behavior, or if you have not tried to change this behavior, what is holding you back
 - The situation(s) that **would have to occur** for you to change this behavior, and **why** this is the option
 - The **health benefits** you would like to experience by changing this behavior, and
 - The factors, according to the **Ecological Health Model**, that play into this behavior.Discuss at least **1 from each of the 4 areas** of the model.

Each of the bullet points above should be a separate paragraph so that I can see clearly that you are addressing each point. The end-product should be typed, double-spaced, and approximately 4-6 pages in length.

PROJECT OPTIONS

PROJECT #1: DUE throughout the course of the term

100 points

Book Review

Each week you will respond to the reading done from the book, **The Power of Habit: Why We Do What We Do in Life and Business**. You will respond to a series of questions that I give you and in a forum with your classmates.

ALL STUDENTS will complete **PROJECT 1**. For your **second project**, you will complete any **one of OPTIONS 2-6 that will be due as your mid-term exam Monday, May 2**.

NOTE:

YOU MAY CREATE YOUR OWN PROJECT IF THERE IS A HEALTH-RELATED TOPIC IN WHICH YOU ARE INTERESTED. CHECK WITH ME TO GET THE OKAY BEFORE BEGINNING.

OPTION #2: Mental Health Research

Mental health issues are an overwhelming health concern. While many issues are definitely mental health issues, sometimes an individual receives a mental health diagnosis when he/she may actually suffer from a medical condition. Choose one of the following illnesses and discover how it masks itself as mental illness:

Anemia (may be relevant if you know you are anemic)

Hypoglycemia (may be relevant if you know you are affected by blood sugar issues)

Vitamin deficiencies (may be relevant if you know your nutrition is lacking certain nutrients: use information from your nutrition printout)

You may first need to know why and how an individual is diagnosed as mentally ill. Once you have this information, understanding how a person is misdiagnosed will be more manageable. You will need to gather at least 4-6 articles or pieces of research material. You may want to gather 2 – 3 articles on the chosen health issue and the signs, symptoms, and causes and 2 -3 articles on the signs, symptoms, and causes of mental health issues (depression most likely). Each source should be 4-6 pages in length and written within the last 5 years. Using the sources listed in the RESOURCE section is the place you may want to start and being sure they meet the CRAAP test for online information. Read each article and make note of the symptoms that lead to a mental health diagnosis. Be sure that as you write, you include and cite information from your sources. Be mindful to cite your information so that plagiarism is not a problem. Your final product will probably be 6-8 pages in length, be double-spaced, and should include a bibliography.

OPTION #3: Random Acts of Kindness

GAUGE THE APPROPRIATENESS YOUR CIRCUMSTANCES

Following is a list of random acts from which you may choose, or you may generate your own list. You will complete **Three different acts each day for 5 days** and generate a journal of your experience. By the time you complete this, you will probably have 6-8, typed and double-spaced pages. The idea behind this is that they are random – you take or make the opportunity to do each. Your journal should include the acts you completed AND your personal reactions to each act. The personal reactions should be detailed and specific – “I felt great”, is not a sufficient response. Some ideas for journaling your experience may include discussion about:

- how and in what way (s) the experience challenged stereotypes or prejudices you have/had
- realizations, insights, or lessons you learned
- how these experiences may change the way you act or think
- how the experience connected to something you are learning in class
- what you learned about yourself in completing this

Allow someone else to go first when you are waiting in line

Ask someone how their day is going, and then LISTEN

Ask someone how you could help them AND then HELP

Bake cookies (deliver them to someone or just simply bake)

Buy someone's coffee, meal, treat, etc.

Donate change to a cause

Dress with a “flourish” today

Give a homeless person a meal, water, a gift card, a clean blanket, a hat, a scarf, etc. (be mindful of safety issues)

Have a lights-free, electronics-free evening – candles only - think board games, reading

Help a neighbor move, tend their yard, whatever they need

Hug your significant other, child, parent, JUST BECAUSE

Invite a friend to a movie night, game night - via social distancing and safety protocols

Learn your barista's name AND use it when ordering

Make a birdfeeder and hang it in someone's tree (carve a pumpkin and leave on doorstep, hide Easter eggs, etc.)

Make everyone in an activity feel included

Open the door for someone

Pay someone a sincere compliment

Pick up trash – be sure to use gloves and dispose of properly

Print and frame a picture you have taken of someone and give it to him/her

Say PLEASE, THANK YOU, and YOUR WELCOME ALL DAY long

Send a card and some seeds or give a plant to someone whose garden or yard you admire

Smile and say hello to a stranger. Maybe even start a random conversation.

Speak only positive things about people or yourself all day

Ask a grandparent how he/she met / proposed

Thank your bus driver for delivering you safely to your destination

Turn all electronics off, disconnect and focus on YOU for 30 minutes: read, draw, make music, take a walk, or meditate

Write a **handwritten letter** to a sibling, parent, or grandparent or really anyone in your life and tell him/her what you most appreciate about him/her AND MAIL it

Write a letter to someone who has changed your life and may not know it, and MAIL it

OPTION 4: Review of Literature

You may select any health topic, research that topic, and present a review of literature. Your paper should show current research on the topic with supporting documentation – this means **citations and a bibliography**. For those of you familiar with MLA or APA format, please use either format. Follow the format below in composing your paper:

Review Format:

1. The review should have 3 distinct parts:

Introduction: should explain the purpose of your research:

Step 1: **PURPOSE AND INTENT** of your research

Why are you interested in the chosen topic?

What questions do you have about the topic? Choose at least 3.

What are you hoping to learn about each question you have? List at least 1 item.

Body: should revolve around the important points of your topic:

This **SHOULD NOT** be a summary of each article, but a summary of your findings.

Step 1: **ANALYZE** your information

What did you find in response to your 3 questions?

On what points do most of your sources agree?

On what points do they differ?

Step 2: **EVALUATE** your information

What do your findings mean?

Did your research lead you to have more questions?

How will the topic of your paper change, or do you believe it will, in the future?

Conclusion: should include a summary of what you learned

Step 1: **INTEGRATE** your information

Did you learn what you indicated you wanted to learn?

Of what use is this information to you or to the field of health?

2. You will need to use a variety of at least 4- 6 sources – 2 of which should be journal-based and peer-reviewed and from within the last 5 years. Measure the reliability of your sources against the CRAAP test.

This end-product should be typed and double-spaced and should, if well done, be approximately 6-8 pages. Remember to include a bibliography – do this by attaching a **link** to each source.

OPTION 5 - Brain Power

For this option you will discover how smoking, alcohol, **AND** caffeine affects **any 1** of the following:

Brain Bones Kidneys Reproductive System Stomach

You will need 6 - 9 articles. As you read, you will discover that each may have MANY effects on the body part you are choosing to write about. Discover what the many effects are and mention them **AND then** explore 1 effect of **each** to examine in greater detail. For example, you may discover that smoking affects the brain by increasing a person's risk for dementia, decrease brain volume, increase the risk of stroke, cancer and addiction and tolerance. Then you would choose one of these risks to further explore - say increased risk for dementia because this health risk runs in your family. Read each article and make note of the effects on the body part you have chosen. As you write, include information from your sources. Be mindful to **cite your information** so that plagiarism is not a problem. Your final product should be 5-7 pages, double-spaced, and include a **bibliography in the form of links** to your sources.

OPTION 6: Book Review - Choose 1 of the titles to read. As you read, begin your discussion with why you chose the book that you did and what you are hoping to learn. **From each chapter**, make note of at least 3 concepts that catch your attention – write these down. If you are using an e-reader (kindle, etc.) highlight these concepts and print them. From the list of 3, choose 1 and discuss your reaction to the given information. Relate this to any course material. This project will look more like a journal. If you have another book you would like to read, clear it with me first.

AUTHOR	BOOK	DIMENSION/TOPIC
Abraham, Laurie Kay	Momma Might Be Better Off Dead	physical
Alder, Jennifer	Passionate Nutrition	Physical, mental
Amen, Daniel	Change Your Brain, Change Your Life	mental, emotional
Ankerberg, John	What's the Big Deal About Jesus	spiritual
Brizendine, Louann MD	The Female Brain	physical, mental
Brownlee, Shannon	Over-treated: Why Too Much Medicine is Making Us Sicker and Poorer	physical, mental, financial
Cahn, Jonathan	The Harbinger, The Harbinger II, The Paradigm	spiritual
Cain, Susan	Quiet	mental
Colbert, Don	Stress Less	mental, spiritual
Eldredge, John	Wild at Heart, Beautiful Outlaw	personal growth
Gates, Bill Sr.	Showing Up For Life	personal growth
Gladwell, Malcolm	Blink, The Tipping Point, The Outliers, David and Goliath	mental, social
Glass, Lillian	Toxic People	emotional
Goleman, Daniel	Emotional Intelligence	emotional, mental
Hall Ron, Moore Denver	Same Kind of Different as Me	social, spiritual
Hallowell, Edward	Crazy Busy	time management
Hnida, Katie	Still Kicking	assertiveness
Isaacson, Ruper	The Horse Boy	physical, emotional
Jamison, Kay Redfield	An Unquiet Mind	emotional, mental
Kennedy, D. James	Why I Believe	spiritual
Khalfani, Lynette	Zero Debt For the College Graduate	financial
Krogh, David	Smoking – the Artificial Passion	mental
Leaf, Caroline	My Brain? Controlling Toxic Thoughts and Emotions	mental, emotional
Linn, Susan	Consuming Kids	social, consumer
Louv, Richard	Last Child in the Woods	physical
Meyer, Joyce	Battlefield of the Mind	mental, spiritual
Moyers, William Cope	Broken: My Story of Addiction and Redemption	mental, emotional
O'Riley, Bill	Killing Jesus	spiritual
Orman, Suze	The 9 Steps to Financial Freedom	finances
Peck, Scott	Different Drum	mental
Perlmutter, David MD	Grain Brain	physical, mental
Pinker, Steven	The Blank Slate, How the Mind Works	mental
Pitino, Rick	Success is a Choice	mental
Ramsey, Dave	Total Money Makeover	finances
Rath, Tom	Strengths Finder 2.0	career/per.growth
Riley, Pat	The Winner Within	mental
Sharot, Tali	The Optimism Bias	mental
Skloot, Rebecca	The Immortal Life of Henrietta Lacks	medical ethics
Tribole, Evelyn	Intuitive Eating	physical, emotional
Volkman, Chris	From Binge to Blackout	addiction
Wansink, Brian	Mindless Eating	mental
Zimbardo, Philip	Lucifer Effect: Understanding How Good People Turn Evil	mental, emotional