

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

Instructor:
Cindy Falk

Class Location:
AC 127
MW 10:00 – 11:50 a.m.

Credits:
4

Course Description:
Overview of the macro (societal/system /environmental) and micro (individual) contributors to premature disease, disability and population health. Selected behavioral theories supporting health risks and strategies for the prevention of premature disease/disability and the promotion of health.

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Message phone:
541.917.4240

Office Location:
AC 111

Office Hours:
TR 10:00 – 11:00 a.m.
F by appointment

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 for Accessibility Resources at 541.917.4789

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HE 225 - Social and Individual Health Determinants
WINTER 2020 CRN: 30402

TEXT: *The Power of Habit, Why We Do What We Do in Life/Business*
Materials for note-taking
Be prepared to print materials for various assignments
GoPrint account or personal printer

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 successful completion of the class, with a C or better, a student will be able to:

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 based on non-modifiable and modifiable risk factors.
6. Discover career opportunities in health.

CLASS EXPECTATIONS:

Come to class on time

Come to class prepared to participate in discussion and activity

Come to class with completed assignments – late assignments will be accepted for half credit 1 day late ONLY

If you are absent on the day a major paper is due, you MUST send it by email, before class starts, in order for it to be ON TIME

Unless directed otherwise, come to class with your cell phones turned OFF and stored

Notify instructor when absent so as to stay current in course work

You must be in class 110 minutes to receive full credit for attendance

EVALUATION:

Attendance / Participation	90 points (5 each day)
Assignments	300 points
Risk Behavior Discussions (2)	50 points
Projects (2)	60 points
Journal (done in class)	50 points
Self-Reflection (2)	50 points
Exam Lifestyle Change	100 points
Exam Written Final	50 points

GRADING SCALE:

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

DATES TO REMEMBER:

Monday, January 20	NO CLASSES – MLK Day
Monday, February 17	NO CLASSES – Presidents' Day
Mon. – Wed., March 16-18	FINALS (MON., March 16, 8-9:50 a.m.)

CHOLESTEROL & GLUCOSE (OPTIONAL)

Main Campus: **Tuesday**, January 28, 6:30 a.m. – 9:00 a.m. There is a \$20.00 fee that is due the morning of the appointment. If you are registered for Lifetime Health and Fitness, you have already paid this fee. You must register online at <http://cf.linnbenton.edu/cholesterol/>. If you have never had this procedure done and you know you have a family history of heart disease or diabetes, I strongly recommend completing this option. **This could count as 1 of your projects. Check with me for the requirements.**

OPTING OUT OF THE FINAL EXAM

During the last week of the term, each of you may request to opt out of the final exam. This request will be granted PROVIDED you meet the following requirements:

- _____ 1. Attended and participated in 17 of 18 class sessions
- _____ 2. Submitted all required homework ON TIME and scored a 70% or better on each assignment (one low score will be dropped)
- _____ 3. Passed every project with a 70% or better
- _____ 4. Passed each exam with a 70% or better
- _____ 5. Is satisfied with the percentage score and final letter grade earned at the time

Behavior Risk Discussions (2) see class calendar (25 points each)

For this assignment, you will be examining risky behaviors **you engage in**. You will need to find at least 1 article about 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 syllabus is the place you may want to start. Turn your article in with your paper. Use the following format when completing this assignment:

- a. First, **read the material and highlight 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** you engage in, your **reason(s)** for engaging in this behavior, and the **frequency** in which you engage in this behavior,
 - 3 risks you subject yourself to by continuing** this behavior (use and cite information from your article),
 - The **health issues** you may already be experiencing as a result of engaging in this behavior, or given family history what you may be most at risk of experiencing,
 - The **path you have taken** in trying to change this behavior, or the situations that **would have to occur** for you to change this behavior,
 - 3 health benefits** you would like to experience by changing this behavior, and
 - 2 factors**, according to the **Ecological Health Model**, that play into this behavior

The end product should be typed, double-spaced, and approximately 4-5 pages in length.

PROJECTS CHOICES

PROJECT #1: Book Review DUE throughout the course of the term (100 points)

The Power of Habit: Why We Do What We Do In Life and Business

Each week you will respond to the reading done from the book, guided by questions that I will have for you. These summaries will be due **each Monday**.

OPTIONS for 2 and 3 Various due dates – see class calendar (30 points each)

Choose any 2 of the following to complete:

A - Community Service

Research opportunities to serve in your community -- food banks, soup kitchens, CARDVA, tutoring, etc. This could include opportunities available on campus. Make a list of:

1. at least 5 options,
2. where you found the information,
3. the requirements that need to be met in order to volunteer.

continued next page . . .

Record the above information in your paper. After doing your research, choose 1 organization and donate at least 8 hours of your time. You should have found the contact person in your discovery and how you can be of help. Journal this experience. Start your discussion with the reason(s) that you had for choosing the organization that you did. Continue your writing, using one of the models listed on the page titled JOURNALING. I would suggest that you do some pre-writing – what were you hoping to see as a result of volunteering your time, did you have any expectations around this activity, what you are most excited about, nervous about - any questions you can think of. As you finish your eight hours of service and begin your writing, you can reflect on the pre-writing thoughts you recorded.

B - Random Acts of Kindness

Following is a list of random acts from which you may choose, or you may generate your own list. Complete **three choices each day for 5 days** and journal your experience. The idea behind this is that they are random – you take or make the opportunity to do each. Journal your actions, observations, and personal reactions. See the page titled Types of Journaling for suggestions in your writing.

FIRST Choose one of the options to follow in your writing. (Mirror or Microscope).

Be sure to include in your journaling:

- What you did for the random act
- Why you chose that particular option
- The response you received

THEN, depending on the Mirror, Microscope, or Binocular choice, include discussion from at least **2** bullet points that are listed.

By the time you complete this, you will probably have 5-8, typed, double-spaced pages.

- Allow someone else to go first when you are waiting in a line
- Ask someone how their day is going, and then LISTEN
- Ask someone how you could help them today AND then HELP
- Bake cookies, take them to a senior center and visit with someone (check to see if you need permission)
- Buy someone's coffee
- Buy someone's meal
- Donate change
- Dress with a "flourish" today
- Give a homeless person a clean blanket, hat, scarf, etc.
- Give a homeless person a meal
- Have a lights, electronics -free evening – candles only (be sure to put them out before sleep)
- 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, a potluck (at your home) – maybe all three!!
- Learn your barista's name AND use it when ordering
- Leave your change in the vending machine for the next person
- Make a birdfeeder and hang it in someone's tree
- Offer to babysit for a single parent
- Pay someone a sincere compliment
- Pick up trash
- Print and frame a good picture you have taken of someone and give it to him/her
- Say only positive things to and about people all day
- Say PLEASE, THANK YOU, and YOUR WELCOME ALL DAY long – only if this is already NOT something you do
- Send a card and some seeds to someone whose garden you admire
- Smile and say hello to a stranger

Take a grandparent out for his or her favorite meal and find out how he/she met / proposed
Thank your bus driver for delivering you safely to your destination
Turn your phone off for 30 minutes and read, walk, or meditate
Walk through the kids' aisle at a store and put quarters on the bottom shelf so kids can find them
Write a handwritten letter to a sibling, parent, or grandparent 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, MAIL it or hand deliver it
Donate blood
Visit a nursing home

C – 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 a medical condition. Choose one of the following illnesses and discover how it masks itself as mental illness:

Anemia (if you know you are anemic)

Hypoglycemia (if you did the glucose screen or know you are affected)

Vitamin deficiencies (use information from your nutrition printout)

You may first need to know why and how an individual is identified 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 articles or pieces of research material. You may want to gather 2 articles on the health issue and the signs, symptoms, and causes and 2 articles on the signs, symptoms, and causes of mental health issues (depression most likely). Each article should be 4-6 pages in length and written within the last 5 years. Using the sources listed in the syllabus is the place you may want to start. Read each article and make note of the symptoms that lead to a mental health diagnosis. Be sure that as you write, you include information from your sources. Be mindful to cite your information so that plagiarism is not a problem. Your final product should be 5-8 pages, be double-spaced, and include a bibliography. Turn in your articles with your paper.

D – Review of Literature

Review of Literature Format:

Select any health topic, research that topic, and present a written summary of your findings. Your paper should show current research on the topic with supporting documentation – this means using **citations and including a bibliography** reference page. You will need to use a variety of at least 5 sources – 2 of which should be journal-based and peer-reviewed.

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?

What are you hoping to learn?

Body: should revolve around the important points of your topic: This **IS NOT** a summary of each article.

Step 1: **ANALYZE** your information

What did you find?

What points do most of your sources agree on?

What points do they differ on?

Step 2: **EVALUATE** your information

What does it mean?

Did your research lead to more questions?

How will your topic 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? This ideally is a section that answers the questions you had in Step 1.

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

E- 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
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
Cain, Susan	Quiet	mental
Chopra, Deepak MD	What Are You Hungry For?	physical, spiritual
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
Rotella, Bob	Golf Is Not a Game of Perfect	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

F - Brain Power

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

Brain Bones Kidneys Reproductive System Skin Stomach

You will need 3-6 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. Read each article and make note of the affects on the body. 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 6-8 pages, double-spaced, including a bibliography. Turn in your articles with your paper.

EXAM: Lifestyle Change Evaluation**DUE: Wednesday, March 4****(100 points)**

After spending the majority of the term creating a lifestyle habit, it is time to write up your summary. Ideally you followed the 10-step program we used in class as you progressed.

In steps 1 and 2, you looked at risk behaviors that you engage in and chose one particular behavior to eliminate or to add to your lifestyle. Begin your summary by discussing the change(s) you attempted to implement and the reason(s) you decided on your particular modification. Include the benefits associated with the change (**you should already have an article on the benefits—make sure to use that information and cite it in your written work, you may also use information from your various assessments, or class discussions**), particularly those that may be relevant to your health and personal family history. Did you experience any of the benefits? Which ones?

Step 3 was a self-check to determine your readiness for change. As you review this information, what insight you can garner as to your level of success or lack thereof?

In step 4, you were asked to identify goals. Discuss your specific goals. What were they? Were you successful in meeting them? Why or why not? Did you modify if needed? In what way(s)?

Step 5 allowed you to prepare yourself for obstacles that you would encounter throughout this process. Before you actually began your change, what were the obstacles you believed that you would encounter? Did these turn out to be the true obstacles? If not, what were the barriers you ran into? What strategy(ies) did you use to manage your obstacle(s)? (Step 6) Was the strategy you selected successful? If not, why not?

Making changes requires that you alter your surroundings and enlist a support network. Step 7 asked you to do this. How, if at all, did you alter your surroundings? Who or what was your support system? In what way(s)?

One of the most difficult steps to follow through with when changing behavior is step 8, rewarding yourself. What rewards did you design for yourself? Did you reward yourself for your progress? How? If not, why?

FINALLY, using one of the **theories of behavior change** and at least 3 assignments done in class, discuss the level of your success? **Be sure to cite your sources as you give your examples.** In this discussion also include the **1** thing that was your biggest **distraction** in attempting the lifestyle change? How did you deal with this distraction?

In your conclusion discuss what you learned about yourself in this process and whether you will continue with this change (has it become a lifestyle change?) or not.

The final product should be 7-10 pages, typed and double-spaced. With your paper, turn in your tracking sheet and a bibliography of your citations.

EXAM: Written Final**Monday, March 16 8:00 - 9:50 a.m.****(50 points)*******THIS IS THE PORTION YOU MAY OPT OUT OF*****

Provided you meet the criteria discussed in the beginning of the syllabus, you may choose to opt out of this exam. This exam is during finals week. It will be an essay exam. It will rely heavily on course work, therefore you will want to make sure to complete each as it is assigned.

HE 225: SOCIAL AND INDIVIDUAL DETERMINANTS OF HEALTH
WINTER 2020

REMINDER: Class **does not** meet on Fridays. This column is here as a time management tool. Use this time to stay current on class material or to work ahead or to schedule time to meet with me.

January	6	8	10
Introductions and syllabus Dimensions of health		Dimensions of Health Health Models – Ecological, Public Health	
HABITS Prologue pp. xi-xx Chapter 1 pp. 3-30 Models of Change	13	Self-Reflection #1 Due Changing Lifestyle Habits <i>Why Change? Benefits of Change?</i> <i>Setting Goals</i>	17
NO CLASSES: MLK DAY	20	Behavior Risk #1 Due HABITS Chapter 2 pp.31-59 Changing Lifestyle Habits <i>Identifying Strategies/Obstacles</i> <i>Support and Rewards</i>	24
HABITS Chapter 3 pp.60-93 Physical Health <i>Fitness components</i>	27	29 Physical Health <i>Essential nutrients</i>	31 Short-term goal #1 deadline How are you progressing? Do you need to make changes?
February	3	5	7
HABITS Chapter 4 pp.97-126 Physical Health <i>Nutrition and exercise analysis</i>		PROJECT 2 Due List is in the syllabus Physical Health <i>Stress and time management</i>	
HABITS Chapter 5 pp.127-153 Physical Health <i>Risky behaviors/Diseases</i>	10	12 Behavior Risk #2 Due Social Health <i>Roles / communication</i> <i>Social supports / relationships</i>	14 Short-term goal #2 deadline How are you progressing? Do you need to make changes?
NO CLASS – Presidents’ Day	17	19	21
		HABITS Chapter 6 pp.154-181 Mental / Emotional Health	
HABITS Chapter 7 pp.182-212 Mental / Emotional Health	24	26 PROJECT 2 Due List is in the syllabus Consumer / Financial Health	28 Short-term goal #3/final goal deadline
March	2	4	6
HABITS Chapter 8 pp.215-244 Career Health		EXAM: Lifestyle Change Environmental Health	
HABITS Chapter 9 pp.245-274 Spiritual Health	9	11 Self-Reflection #2 is Due	13
FINAL – AC 127 8:00-9:50 a.m.	16	18	20
			GRADES POSTED

