

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 - send a request via email.

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

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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
FALL 2021 CRN's: 27548, 28030

COURSE MATERIALS:

TEXT: *The Power of Habit, Why We Do What We Do in Life/Business*

Access to computer or tablet for your classwork

If you have no access, let me know and we can work a different way
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 and activity
There undoubtedly will be technology glitches, so I will give ample time for assignments to be completed. If you have an issue, please contact me via email ASAP so I can help you stay current.

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 | Monday, October 4 | last day to drop or add classes |
| 80% - 89% | B | Thurs., November 11 | Campus closed – Veterans Day |
| 70% - 79% | C | Thurs., Fri. Nov. 25,26 | Campus closed --Thanksgiving |
| 60% - 69% | D | Mon.-Wed., Dec. 6-8 | FINALS |
| >59% | F | | |

DATES TO REMEMBER:

Behavior Risk Discussions

Various due dates

(25 points each)

For this assignment, you will be examining risky behaviors **you engage in**. You may want to use assignment #5 – Lifestyle Habits if you need help in choosing a behavior. You will need to find at least 2 sources 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 resource section – JOURNAL RESOURCES and WEBSITES in Moodle is the place you may want to start. Turn in the links to your sources with your paper. Use the following format when completing this assignment:

- a. First, **read the material paying special attention to any information that discusses the RISKS** of this behavior, as well as, **information you are unfamiliar with.**
- b. Then, write your discussion paper that includes:
 - The **behavior, the main reason, and the frequency** for engaging in the behavior,
 - The **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,
 - 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 **1 major health benefit** you would like to experience by changing this behavior, and
 - The factors, according to the **Ecological Health Model located here**, that play into this behavior. Discuss at least **1 item from each of the 4 areas** of the model.
 - The factors from the **Social Determinants of Health located here** that play into this behavior. Discuss **the 1 determinant of the model** (there are 5 sections) that you believe has the greatest impact on your behavior. Use **this source** for that information. Include a least one statistic from whichever heading you use. **Highlight** the statistic you use.

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 3-5 pages in length.

PROJECTS

PROJECT #1: DUE throughout the course of the term

100 points

Class TEXT

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 listed under Project 2. THIS WILL BE YOUR MID-TERM "EXAM"

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. You might think of community service as many businesses are still struggling amid the continued COVID.

CHOOSE any 1 of the following OPTIONS 2-6 to complete:

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 GIVEN COVID

Following is a list of random acts from which you may choose, or you may generate your own list. You will complete **three 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**. Some ideas for journaling your experience may include discussion about:

- how 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

Buy someone's meal

Facetime, MarcoPolo, Google Meet or Google Hangout with friends or family versus emailing, texting, or facebook

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-, electronics-free evening – candles only (be sure to put them out before sleep) 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 – yes, they can tell even behind a mask!
 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.
3. This end-product should be typed and double-spaced and should, if well done, be approximately 6-8 pages. Remember to include a bibliography in the form of links to your articles.

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 4 - 6 articles. As you read, you will discover that each may have MANY effects on the body part you are choosing to write about.

First- discover what **the many effects** are and mention them,

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, decreasing brain volume, increasing 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 on the following page 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.

READING LIST SUGGESTIONS

| AUTHOR | BOOK | DIMENSION/TOPIC |
|---------------------------------------|---|----------------------|
| Allport, Gordon | The Psychology of Rumor | emotional , mental |
| Amen, Daniel | Change Your Brain, Change Your Life | mental, emotional |
| Bach, David | The Automatic Millionaire | consumer, financial |
| Brownlee, Shannon | Over-treated: Why Too Much Medicine is Making Us Sicker and Poorer | Phys., men., finance |
| Burroughs, Augusten | Running With Scissors | mental, emotional |
| Colbert, Don | Stress Less | mental, spiritual |
| Fletcher, Anne | Thin For Life | emotional, physical |
| Frey, James | A Million Little Pieces | mental, physical |
| Gilman, Susan | Kiss My Tiara | emotional |
| Gladwell, Malcolm | Blink, The Tipping Point, The Outliers, David and Goliath | mental, social |
| Glass, Lillian | Toxic People | emotional |
| Goleman, Daniel | Emotional Intelligence | emotional, mental |
| Hallowell, Edward | Crazy Busy | time management |
| Hanson, Janet | More Than 85 Broads | assertiveness |
| Hnida, Katie | Still Kicking | assertiveness |
| Hunt, Mary | Debt-Proof Your Marriage | finances |
| Jamison, Kay Redfield | An Unquiet Mind | emotional, mental |
| Kennedy, D. James | Why I Believe | spiritual |
| Khalfani, Lynette | Zero Debt, Zero Debt For the College Graduate | financial |
| Kiyosaki, Robert With Donald Trump | Rich Dad, Poor Dad or Rich Dad's Prophecy Why We Want You to be Rich | consumer, financial |
| Krakauer, Jon | Under the Banner of Heaven | spiritual, mental |
| Krogh, David | Smoking – the Artificial Passion | mental |
| Lancaster, Jen | Such a Pretty Fat: One Narcissist's Quest to Discover If Her Life Makes Her Ass Look Big, or Why Pie is Not the Answer | physical, emotional |
| Linn, Susan | Consuming Kids | social, consumer |
| Louv, Richard | Last Child in the Woods | physical |
| Lucado, Max | A Cure For the Common Life | spiritual |
| Mason, Mike | The Mystery of Marriage | spiritual |
| Meyer, Joyce | Battlefield of the Mind | mental, spiritual |
| Millman, Dan | Way of the Peaceful Warrior | mental, spiritual |
| Moore, Judith | Fat Girl | mental, social |
| Moyers, William Cope | Broken: My Story of Addiction and Redemption | mental, emotional |
| Orman, Suze | The 9 Steps to Financial Freedom | finances |
| Peck, Scott | Different Drum | mental |
| Pinker, Steven | The Language Instinct ,The Blank Slate, How the Mind Works | mental |
| Pitino, Rick | Success is a Choice | mental |
| Ramsey, Dave | Financial Peace Revisited, Total Money Makeover | finances |
| Riley, Pat | The Winner Within | mental |
| Rotella, Bob | Golf Is Not A Game of Perfect | mental |
| Rozien, Michael MD | You, The Owner's Manual | physical |
| Schlessinger, Laura | Ten Stupid Things Women/Men Do To Mess Up Their Lives | emotional, career |
| Schlosser, Eric | Fast Food Nation | diet, physical |
| Thompson, Gabriel | There's No Jose' Here | social |
| Volkman, Chris | From Binge to Blackout | addiction |
| Wansink, Brian | Mindless Eating | mental |
| Weil, Andrew | Healthy Aging, A Matter of Weight | diet, physical |
| Wright, Robert | The Evolution of God | spiritual |
| Zailckas, Koren | Smashed | addiction |
| Zimbardo, Philip | Lucifer Effect: Understanding How Good People Turn Evil | mental, emotional |