

Fond du Lac Tribal and Community College
COURSE OUTLINE

I. Catalog Information

A. Title of Course: Personal, Tribal, and Community Health

B. Course Designator: HLTH 1010

C. Number of Credits: Lecture 3 Lab _____ D. Control Number: 60

E. Catalog/Course description:

This course examines the broad range of health information, from personal wellness to issues facing local and global communities. Topics include personal wellness, mental health, stress, nutrition, substance abuse, sexual health, the health marketplace, and current public health issues.

F. Course prerequisites: None

G. Date Approved: _____

Date Revised: 1/2012

II. Course Materials (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers)

Textbook(s) and classroom materials are up to the discretion of the instructor. If a textbook is used, a college-level introductory textbook on public health would be appropriate.

III. Learning Goals, Outcomes, and Assessment Minimum of one goal and two learning outcomes in each competency. *If your course does not meet one of the Competencies Across the Curriculum, please justify your rationale.* Minimum of two assessment measures for each learning outcome. Add other goals and outcomes as needed. If this course is part of the Minnesota Transfer Curriculum (MnTC), attach the MnTC goals, outcomes, and your assessment measures to this form; if possible, use them to complete the information below.

A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information as well as core computer tools for the manipulation and presentation of information.)

1. Learning Goals:

Goal: Students will be able to access and use reliable health-related resources

2. Learning Outcomes and Assessments:

Outcome: Students will be able to identify and use reliable internet resources to inform their personal health and fitness.

Assessment: Using on-line fitness and nutrition calculators

Outcome: Students will be able to identify and use reliable internet-based medical references.

Assessment: Web-based "self-diagnosis" exercise

B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)

1. Learning Goals:

Goal: Students will be able to present, either orally or in writing, health-related information.

2. Learning Outcomes and Assessments:

Outcome: Students will be able to explain, either orally or in writing, a sensitive or complicated health issue.

Assessment: Writing assignments, classroom presentation, and/or classroom discussion

Outcome: Students will be able to read and comprehend health-related information given to “consumers”

Assessment: Writing assignments related to reading

C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)

1. Learning Goals:

Goal: Students will be able to analyze and evaluate personal and community health issues and solutions.

2. Learning Outcomes and Assessments:

Outcome: Students will be able to analyze and evaluate a public health solution to a sensitive or complicated health issue.

Assessment: Writing assignments, classroom presentation, and/or classroom discussion

Outcome: Students will be able to analyze and evaluate the reliability of health-related resources that are available to the public.

Assessment: Writing assignments related to reading, classroom presentation, and/or classroom discussion

D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, and/or respect for global diversity.)

1. Learning Goals:

Goal: Students will be able to demonstrate an understanding of how culture shapes attitudes about and responses to personal and public health.

2. Learning Outcomes and Assessments:

Outcome: Students will be able to explain how their own culture has shaped their attitudes and responses to personal and public health issues.

Assessment: Writing assignments, classroom presentation, and/or classroom discussion

Outcome: Students will be able to analyze and evaluate health issues in local and/or global communities and explain how culture has played a role in the response to the health issue.

Assessment: Writing assignments, classroom presentation, and/or classroom discussion

Documentation for MnTC - None

IV. Course Content (Outline the major topics covered in this course.)

I. Introduction of basic concepts in public and personal health; models of public and personal health

II. Personal Wellness

- A. Physical Fitness
 - B. Nutrition
 - C. Weight
 - D. Emotional Health
 - E. Stress and Conflict Management
 - F. Substance abuse
 - G. Sexual Health (attitudes and depictions, relationships, birth control and pregnancy, sexually transmitted diseases)
- III. Diseases
- A. Cardiovascular
 - B. Cancers
 - C. Infectious diseases
- IV. The Health Marketplace
- A. Medical systems
 - B. Alternative systems
 - C. Treatments
 - D. Costs
 - E. Resources and choices
- V. Community Health, Local and Global
- A. Culture and health
 - B. Natural resources and health
 - C. Governments and health
- VI. Dying and Death
- A. Attitudes, beliefs, and practices
 - B. Costs, resources, and options
 - C. Preparing to die

(revised October 2009)