Application for Certification of a Course as a General Education Course

CTE NATURAL SCIENCES CATEGORY

Applicant: Sharon Ota

Course Alpha and Number: KLS 195

Course Title: Personal Health and Wellness

Instructions:
Explain how the learning taking place in this course (required course only) meets the hallmarks listed below for the Natural Sciences General Education Category. Do one or both of the following:

- Identify specific course SLOs that align with each hallmark.
- Describe class assignments or activities in which students learn and/or demonstrate the hallmark objective. Assignments and/or activities cited should be sufficiently important in terms of both time spent on them and their impact on students' final grades in the course.

Try to address all of the hallmarks. The strength of some responses should counterbalance the weakness of others. See hallmark questions that should be addressed in response to each of the hallmarks.

Also attach a copy of the official course outline.

The Hallmarks:

The course...

1. enables students to identify and apply scientific language, concepts, assumptions, and processes.
   1. Develop an understanding of definitions, concepts, principles, theories, and issues in the field of health and wellness.
   2. Develop an understanding of health-related similarities and differences among individuals and groups.
   3. Develop an understanding of influences on people's concept of health and their health behaviors.
   4. Develop an understanding of evaluating the validity and limitations of scientific claims in experimental results.

2. promotes knowledge of the use of scientific methods and reasoning in science.
   1. Develop an understanding of definitions, concepts, principles, theories, and issues in the field of health and wellness.
   2. Develop an understanding of health-related similarities and differences among individuals and groups.
   3. Develop an understanding of influences on people's concept of health and their health behaviors.
   4. Develop an understanding of evaluating the validity and limitations of scientific claims in experimental results.

3. enables students to analyze and interpret scientific evidence.
   1. Develop an understanding of definitions, concepts, principles, theories, and issues in the field of health and wellness.
   2. Develop an understanding of health-related similarities and differences among individuals and groups.
   3. Develop an understanding of influences on people's concept of health and their health behaviors.
   4. Develop an understanding of evaluating the validity and limitations of scientific claims in experimental results.
   5. Develop an understanding in assessing the relevance and application of science-based information in everyday life.

4. enables students to evaluate and apply scientific information to support interpretations and analyses.
   1. Develop an understanding of definitions, concepts, principles, theories, and issues in the field of health and wellness.
   2. Develop an understanding of health-related similarities and differences among individuals and groups.
   3. Develop an understanding of influences on people's concept of health and their health behaviors.
   4. Develop an understanding of evaluating the validity and limitations of scientific claims in experimental results.
   5. Develop an understanding in assessing the relevance and application of science-based information in everyday life.

Applicant's signature: [Signature]

Date: 2/14/13

Please submit this application to your division secretary.
CTE Natural Sciences Hallmark Questions
(Please address the questions below.)

1. The course enables students to identify and apply scientific language, concepts, assumptions, and processes.
   Does the course enable students to identify and apply scientific language, concepts, assumptions, and processes? Yes
   If yes, what scientific language, concepts, assumptions, and processes are used in the course?
   Scientific language from several disciplines including medicine, biology, psychology, public health fields are used in the course. As examples: 1) from the biology discipline: cytokine, dendritic cells, suppressor T cells to understand the body’s immune system; 2) from the medical field: pulmonary arteries, pulmonary veins, atherosclerosis to understand cardiovascular disease, and carcinogens, polyps & tumors, metastasis to understand cancer; 3) from the psychology field: anxiety disorders, depression to understand mood disorders; 4) from the environmental or public health field: air quality, smog, greenhouse effect, ozone layer, global warming to understanding air quality and pollution.
   What are students asked to do to demonstrate this knowledge?
   Methods of evaluation include participation in individual and group assignments, projects, written assignments, a scientific-based research paper, oral presentations, peer and instructor critique of the oral presentation, and exams.

2. The course promotes knowledge of the use of scientific methods and reasoning in science.
   Does the course promote methods and reasoning? Yes
   What topics are covered and in what level of detail?
   Course provides scientific-based information on a range of health topics that include: six dimensions of wellness, human reproduction, contraceptives & abortion, use and abuse of psychoactive drugs, alcohol and tobacco, nutrition basics, cardiovascular disease and cancer, immunity and infection, physical fitness. Scientific information is from correlational, cross-sectional studies, experiments, surveys, interviews, and case studies.
   What are students asked to do to demonstrate this knowledge?
   Methods of evaluation include participation in individual and group assignments, projects, written assignments, scientific literature review, a scientific-based research paper, oral presentations, peer and instructor critique of the oral presentation, and exams.

3. The course enables students to analyze and interpret scientific evidence.
   Does the course cover the analyzing and interpreting of scientific evidence? Yes
   What topics are covered and in what level of detail?
   Students review, analyze, and interpret findings from research studies related to topics covered in the course (e.g. complementary and alternative medicines) and from media reports (e.g. cancer fighting supplements) on health-related research studies.
   What are students asked to do to demonstrate this knowledge?
   Students are asked to review the scientific findings for validity and for reliability in a systematic manner using the “Evaluating Health-Related Research” guidelines.

4. The course promotes the ability to evaluate and apply scientific information to support interpretations and analyses.
   Does the course promote the ability to evaluate and apply scientific information to support interpretations and analyses? Yes
   What topics are covered and in what level of detail?
   Scientific-based information is presented in the course. Students learn to assess the validity of the information by reviewing research studies and case studies.
   What are students asked to do to demonstrate this knowledge?
   Methods of evaluation include participation in individual and group assignments, projects, written assignments, a scientific-based research paper, oral presentation, peer and instructor critique of the oral presentation, and exams.
COURSE OUTLINE

KLS 195 Personal Health and Wellness 3 credits (3 lect/hrs/wk)

Course Catalog Description

Scientifically based information will be presented to help the student make decisions and take responsibility for his/her own health and health-related behaviors. The students will develop a personal, daily physical activity/exercise program, in which he/she will participate and be monitored.

Notation: Same course description, same content, and same textbook as UHM’s KRS 395 (formerly KLS 195). KRS 395 is designated as a DB course. KLS 195 is articulated to UHM KRS Department.

IA. Course Objectives:

1. Develop an understanding of definitions, concepts, principles, theories, and issues in the field of health and wellness.

2. Develop an understanding of health-related similarities and differences among individuals and groups.

3. Develop an understanding of influences on people’s concept of health and their health behaviors.

4. Develop an understanding of evaluating the validity and limitations of scientific claims in experimental results.

5. Develop an understanding in assessing the relevance and application of science-based information in everyday life.

IB. Student Learning Outcomes

1. Demonstrate an understanding of definitions, concepts, principles, theories, and issues in the field of health and wellness.

2. Demonstrate an understanding of health-related similarities and differences among individuals and groups.

3. Demonstrate an understanding of influences on people’s concept of health and their health behaviors.

4. Demonstrate an understanding of evaluating the validity and limitations of scientific claims in experimental results.

5. Demonstrate an understanding in assessing the relevance and application of science-based information in everyday life.

2. Relationship to other courses, the program, and the College’s philosophy and objectives

This is an overview course on health and wellness that is a course requirement for the Human Services Program. Students need to have the knowledge base on health as the majority of human services problems are health-related and/or are associated with health behaviors.

The Human Services Program prepares students for employment as paraprofessionals in the human services field and/or prepares them for transfer to a BSW program. Program is aligned to the College’s philosophy and mission to provide semiprofessional, technical and vocational education and training that prepares students for immediate employment and thus meets the State’s need for a trained workforce.
3. **Course Content**

Dimensions of Health & Wellness, Psychological and Emotional Health, Sexuality and Reproduction, Contraceptives and Abortion, Psychoactive Drugs, Alcohol and Tobacco, Nutrition Basics, Health & Fitness, Cardiovascular Disease and Cancer, Immunity and Infection, Environmental Health, Conventional and Complementary Medicine, Personal Safety. Environmental Health

4. **Text**

*Connect Core Concepts in Health* by Paul Insel and Walton Roth, 12th edition, 2012

5. **Auxiliary Materials and Content:**

Multi-media aids, field trips, guest speakers, demonstration models.

6. **Methods of instruction**

Lectures, demonstrations, slides, videos, class discussion, small discussion groups, literature review, case studies, critique of oral presentations and projects.

7. **Methods of Evaluation**

Written assignments, projects, individual or group research paper, oral presentation, peer and instructor critique of presentations, and exams.

8. **Resource Requirements and Justification**

A. Changes: None – course has been a required course since the inception of the program.

Will this proposal require changes in the following areas:

Staff: No changes – either full-time faculty or lecturer will teach the course.

Equipment: Present multi-media equipment in the program’s classroom currently meets the needs of the course.

Other Resources: Demonstration models (e.g. cancer self-exam testicle and breast models), poster displays, and etc. are purchased using departmental budgeted funds.