

Health I: Life Management Skills

COURSE DESCRIPTION

Health I: Life Management Skills

Think about the healthiest person you know. What does that person do to stay healthy? While some parts of our health are determined by genetics and other factors out of our control, the reality is that each of us has the ability to impact our health in positive ways. In Health I: Life Management Skills, you'll learn how to promote better health, less stress, and a fuller life for yourself. You'll explore lifestyle factors that can influence your health, from how you interact with others to how best to make decisions about your health care. You'll also have the opportunity to create a plan for improving your health, and you'll learn how to create a healthy environment with family and friends to help you achieve your health goals.

COURSE METHODOLOGY

- This is an inquiry-based course. Students will generate knowledge through online readings, asynchronous discussions with students and their instructor, interactions with online tutorials, and online and hands-on simulations.
- The instructor will act as a guide, a facilitator, an events planner, and a resource advisor. He/she will always be available through course message.
- The student must actively construct and acquire knowledge by being intrinsically motivated to succeed. To succeed, students must participate and complete all readings and activities. This course requires the student's active participation.
- Both formal and informal assessment methods will be used in the course. Informal assessment will include an evaluation of the quality and timeliness of participation in class activities. Formal assessment may include multiple-choice quizzes, tests, discussion board participation, and written assignments. A final exam will be given at the end of the course.

COURSE PARTICIPATION OBJECTIVES

This course for which you are registered is a college preparatory, academically rigorous course that covers an entire semester's worth of material. As such, it is important that you adhere to the following guidelines as you manage your time and commit to successfully completing all required coursework:

1. The requirements for this course are equivalent to completion of minimum of 90+ hours of class instruction at a traditional on-site high school
2. Assignments must be submitted for each unit as they are completed so that the teacher may review and assess your performance. Do not hold your work, you must submit each unit's homework as it is completed, demonstrating weekly assignment completions
3. You must log in regularly to your course to demonstrate continued participation, and completion of all course requirements, including assignments, assessments and discussion forums
4. You must complete your individual work and any incident of suspected cheating, plagiarism or collaboration on assignments violates the academic integrity expectations outlined at the time of your enrollment and can result in failure of the course or further action as deemed appropriate

Citizenship

Students are expected to conduct themselves in a responsible manner that reflects sound ethics, honor, and good citizenship. It is the student's responsibility to maintain academic honesty and integrity and to manifest their commitment to the goals of NUVHS through their conduct and behavior. Students are expected to abide by all NUVHS policies and regulations. Any form of academic dishonesty, or inappropriate conduct by students or applicants may result in penalties ranging from warning to dismissal, as deemed appropriate by NUVHS.

Communication

Throughout this course students will need to be in close contact with their instructor and fellow students. Students are expected to communicate via course message and electronic discussion boards. Therefore, students should plan on checking their course messages at least three times a week and participate in the discussion boards during the weeks they are live.

Instructors strongly encourage and welcome open communication. Clear, consistent, and proactive communication will ensure a successful experience in this course. It is the student's responsibility to notify the instructor immediately if and when a personal situation occurs that affects his/her performance in this class. Being proactive with communication will result in a quick solution to any problems that may occur.

COURSE OUTLINE

Unit 1 – What is Health?

What does it mean to be healthy? In the simplest terms, it means taking care of the body and the mind. Many factors determine a person’s health, including personal choices around diet and exercise. Access to professional health care is another important part of a healthy lifestyle. Societies also need to create a healthy environment by considering the origins of health issues and working to address them.

Learning Objectives

- Evaluate how environment and personal health are interrelated.
- Evaluate the relationship between access to health care and health status.
- Propose strategies to reduce or prevent injuries and health problems.
- Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.

Activities

Unit 1 Text Questions	Homework	10 points
Unit 1 Online Lab Questions	Homework	10 points
Unit 1 Activity	Homework	15 points
Unit 1 Discussion 1	Discussion	5 points
Unit 1 Discussion 2	Discussion	5 points
Unit 1 Quiz	Quiz	15 points

Unit 2: Factors that Determine Health

Health is largely determined by choices we make every day, so part of being healthy is developing good habits. Eating nutritious foods and exercising regularly are part of a healthy lifestyle. Avoiding smoking and illegal drugs can also go a long way toward promoting personal health. Those around you also influence health. Family members have a powerful role in shaping health. Family histories make some illness and conditions more likely, and daily interactions shape behavior. Finding support among family and friends for healthy choices is just one of the many ways to maintain a healthy lifestyle.

Learning Objectives

- Predict how healthy behaviors can affect health status.
- Analyze how heredity and family history can impact personal health.
- Compare how peers influence healthy and unhealthy behaviors.
- Interpret the significance of interrelationships in mental/emotional, physical, and social health.

Activities

Unit 2 Text Questions	Homework	10 points
Unit 2 Online Lab Questions	Homework	10 points
Unit 2 Activity	Homework	15 points
Unit 2 Discussion 1	Discussion	5 points
Unit 2 Discussion 2	Discussion	5 points
Unit 2 Quiz	Quiz	15 points

Unit 3: Health and the Community

Messages about health are all around us, and many of these come through the media. In some cases, the media offer helpful guidance to allow people to make good decisions about their health. In others, health is a vehicle for advertising, which is more about gaining customers than forwarding healthy habits. Consumers need to be mindful of the way these messages shape their decisions about health. Individuals also get messages about health through the government and schools, both of which can provide the information required to make healthy choices. Ultimately, health depends on individuals making the right choices, whether choosing not to smoke or planning for a future career that will make necessities for a healthy life, such as health insurance and nutritious food, part of the future.

Learning Objectives

- Assess how the school and community can affect personal health practices and behaviors.
- Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
- Explore the effect of media on personal and family health.
- Investigate the impact of technology on personal, family, and community health.

Activities

Unit 3 Text Questions	Homework	10 points
Unit 3 Online Lab Questions	Homework	10 points
Unit 3 Activity	Homework	15 points
Unit 3 Discussion 1	Discussion	5 points
Unit 3 Discussion 2	Discussion	5 points
Unit 3 Quiz	Quiz	15 points

Unit 4: Perception versus Reality

It's easy to think that you are different or that everyone else is making better choices. This is rarely the reality. While factors such as culture will mean that you have a lot in common or tend to make certain decisions, it's not the only factor in determining what is normal. The most important factor is individual choice and understanding what goes into making a good decision. Everybody faces moments when the unhealthy choices seems like the popular ones, but seeing past that will put you on the right path. Decisions should be made based upon an individual's values and goals, not what those around him are doing. Your health depends on the choices you make, too, and understanding that will help you choose wisely.

Learning Objectives

- Analyze how culture supports and challenges health beliefs, practices, and behaviors.
- Understand how the perceptions of norms influence healthy and unhealthy behaviors.
- Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.
- Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

Activities

Unit 4 Text Questions	Homework	10 points
Unit 4 Online Lab Questions	Homework	10 points
Unit 4 Activity	Homework	15 points
Unit 4 Discussion 1	Discussion	5 points
Unit 4 Discussion 2	Discussion	5 points
Unit 4 Quiz	Quiz	15 points

Unit 4: Perception versus Reality (Continued)

Midterm Exam Objectives

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from the first four units in this course (Note: You will be able to open this exam only one time.)

Midterm Exam Activities

Midterm Discussion	Discussion	5 points
Midterm Exam	Exam	50 points

Unit 5: Is There a Doctor in the House?

Part of being healthy is taking good care of yourself. But what happens when you need more care than that? That’s when it’s time to turn to medical professionals. Knowing what kind of help you need and whom to turn to get it is an important part of being healthy. Most of us are familiar with a trip to the doctor’s office, but how do you know when to call an ambulance? Or who can help with a mental health problem? This unit will address these questions and explore some of the ways to make decisions about your health. The unit also looks at the technology that doctors have at their disposal to diagnose and treat medical conditions. Informed patients are in the best position to make decisions about their health, and there are many resources available to educate individuals about health-related decisions.

Learning Objectives

- Justify when professional health services or providers are required.
- Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.
- Recognize the value of applying a thoughtful decision-making process in health-related situations.
- Generate alternatives to health-related issues or problems.

Activities

Unit 5 Text Questions	Homework	10 points
Unit 5 Online Lab Questions	Homework	10 points
Unit 5 Activity	Homework	15 points
Unit 5 Discussion 1	Discussion	5 points
Unit 5 Discussion 2	Discussion	5 points
Unit 5 Quiz	Quiz	15 points

Unit 6: Working Together for Health

Communication is an important part of working well with anyone. Because positive relationships are an essential element in a healthy life, good communication skills can lead to better health. There are many different ways to communicate; some are more effective than others. In addition, the audience and context also determine what type of communication is best. Fortunately, communication skills can be learned, and these lessons are particularly useful when conflicts arise. There are few relationships in which people agree about everything all the time, and how people handle differences is one of the factors that separates the good relationships from the unhealthy ones. Communication is also one of several factors that assists with good decision making. Thus there are many ways in which communication is the foundation for good health.

Learning Objectives

- Explain skills needed to communicate effectively with family, peers, and others to enhance health.
- Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.
- Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- Examine barriers that can hinder healthy decision making.

Activities

Unit 6 Text Questions	Homework	10 points
Unit 6 Online Lab Questions	Homework	10 points
Unit 6 Activity	Homework	15 points
Unit 6 Discussion 1	Discussion	5 points
Unit 6 Discussion 2	Discussion	5 points
Unit 6 Quiz	Quiz	15 points

Unit 7: Taking Responsibility for your Health

Good health does not just happen. It's the result of a lot of attention to health. This includes not only developing health and exercise habits but also understanding the other elements of a healthy lifestyle. For example: Having a plan to manage stress can help maintain overall health. Fortunately, there are many ways to choose health every day, and these choices can have both short-term and long-term benefits. Assessing your overall health is the first step in developing a plan for health. The best path toward improving health depends upon where you start. (And those with chronic conditions will have their own challenges.) Nevertheless, the path to becoming your healthiest self becomes easier when you have a plan.

Learning Objectives

- Evaluate personal health practices and overall health status to include all dimensions of health.
- Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.
- Implement strategies and monitor progress in achieving a personal health goal.
- Formulate an effective long-term personal health plan.
- Analyze the role of individual responsibility in enhancing health.

Activities

Unit 7 Text Questions	Homework	10 points
Unit 7 Online Lab Questions	Homework	10 points
Unit 7 Activity	Homework	15 points
Unit 7 Discussion 1	Discussion	5 points
Unit 7 Discussion 2	Discussion	5 points
Unit 7 Quiz	Quiz	15 points

Unit 8: Sharing the Health

Have you ever heard the saying, “It takes a village to raise a child”? That saying is not just about rearing youth; it’s about the importance of community. Communities can do a lot to promote the health of their members. When these efforts pay off, the results are obvious. Just being part of a larger community brings health advantages, and when these communities make health a priority, everybody benefits. Communicating information about health is one important factor, as is understanding how to effectively get the message across. The gestures of a single person can have a significant impact when community resources are used to address the problem. Fortunately, several organizations are dedicated to determining which health problems are most probable and finding effective ways to address them, giving communities the tool that they need to get across important information about health.

Learning Objectives

- Demonstrate how to influence and support others in making positive health choices.
- Utilize current, accurate data/information to formulate a health-enhancing message.
- Work cooperatively as an advocate for improving personal, family, and community health.
- Adapt health messages and communication techniques to a specific target audience.
- Analyze decisions and strategies using probability concepts.

Activities

Unit 8 Text Questions	Homework	10 points
Unit 8 Online Lab Questions	Homework	10 points
Unit 8 Presentation Project	Activity	15 points
Unit 8 Discussion 1	Discussion	5 points
Unit 8 Discussion 2	Discussion	5 points
Unit 8 Quiz	Quiz	15 points

Unit 8: Sharing the Health (Continued)

Final Exam Objectives

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from units five to eight in this course – the last four units.
(Note: You will be able to open this exam only one time.)

Final Exam Activities

Class Reflection Discussion	Discussion	10 points
Final Exam	Exam	50 points

HOW YOU WILL BE GRADED

For critical thinking questions, there are no right or wrong answers. For example, a question on your thoughts on why you think people are shy is a pretty open-ended type of question. Grades will be based on the depth of personal insight you present. **Do not simply agree or disagree** with an insight question. We are looking for critical thinking and possibly a related personal experience with the question.

It is important to provide detailed answers for insight/opinion questions.

For review questions, you should produce a more academic answer. For example, "What two categories are norms divided into?" This type of direct question requires a specific answer. Please use full sentences and proper grammar.

When submitting paragraphs, use these guidelines.

1. The first, second or last sentence contains the main idea and key words from the question or assigned topic.
2. Paragraph contains one to three explanatory sentences.
3. Paragraph contains two to four sentences about specific details related to question.
4. Details are colorful, interesting and appropriate.
5. Paragraph ends with a good closing sentence that refers to the main idea without repeating it.
6. Free of spelling and grammatical errors.

GRADE SCALE

The following grading scale will be used to determine your final letter grade.

Letter Grade	Percentage Earned
A	95%+
A-	90% - 94.9%
B+	87% - 89.9%
B	84% - 86.9%
B-	80% - 83.9%
C+	77% - 79.9%
C	74% - 76.9%
C-	70% - 73.9%
D+	67% - 69.9%
D	64% - 66.9%
D -	60% - 63.9%
F	59% and lower

SUPPORT

At NUVHS you will have access to multiple support teams. Who you contact will depend on the questions you have. Always start by contacting your teacher through the Message Center in the course. Your teacher should be able to answer your question, but if they can't, then they will direct you to another support team. If you have questions about any of the course content, your grades, or course policies, you should contact your instructor.

For questions about your enrollment, transcripts, or general school-wide policies, you can contact **NUVHS Student Services** at info@nuvhs.org or by phone at 866.366.8847. For example, if you would like to withdraw from your course, you should contact Student Services. Please note that a refund for your course can only be obtained if you drop within the first seven days of enrolling in the course.

For help with login/password issues, or other technical issues specific to the Blackboard website, you can contact the team at [National University Blackboard Learn](#). They can also be reached by phone at (888) 892-9095.

EXPECTED SCHOOL-WIDE LEARNING RESULTS (ESLRs)

Engaged Learners

- Demonstrate self-directed learning skills such as time management, and personal responsibility through the completion of course requirements
- Develop an understanding of their own preferred learning styles to enhance their overall academic potential
- Incorporate effective and relevant internet and multimedia resources in their learning process to broaden their knowledge base

Critical Thinkers

- Effectively analyze and articulate sound opinions on a variety of complex concepts
- Illustrate a variety of problem-solving strategies that strengthen college preparation and workforce readiness
- Formulate a framework for applying a variety of technology and internet-based research to enhance information literacy and collaborative thinking

Effective Communicators

- Demonstrate awareness and sensitivity to tone and voice in multiple forms of communication
- Express concepts and ideas in a variety of forms
- Enhance communication skills through the use of media rich or other technology resources

Global Citizens

- Appreciate the value of diversity
- Understand the range of local and international issues facing today's global community
- Demonstrate awareness of the importance of cultural sensitivity and social responsibility in the 21st century