HPER 221: Basic Health Concepts II
Fall 2003

Instructor: Dr. Bob Bensley
Office: 4024-17 SRC
Telephone: Office: 387-3081
Office Hours: Tuesday/Thursday 1:30-2:30 or by appointment
Class Time/Locale: MWF 1:00-1:50, 3017 SRC
Teaching Assistant: 

Course Purpose
This course is designed to prepare health education majors and minors with a wide variety of health education content including: health care and consumer health; alcohol, tobacco and other drug addictions; and intentional and unintentional injuries.

Course Requirements

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol-Tobacco Analysis Project</td>
<td>December 1</td>
<td>40</td>
</tr>
<tr>
<td>Exam #1</td>
<td>September 24</td>
<td>15</td>
</tr>
<tr>
<td>Exam #2</td>
<td>October 20</td>
<td>15</td>
</tr>
<tr>
<td>Exam #3</td>
<td>December 10</td>
<td>30</td>
</tr>
</tbody>
</table>

100

In addition, I reserve the right to offer any additional extra credit points.

Grading

A  93-100%
BA 87-92
B  83-86
CB 77-82
C  73-76
DC 67-72
D  60-66 (or anyone who gives serious effort but receives less than 60%)
E  Less than 60%

Miscellaneous

1. If you have been tested for or suspect that you have a learning disorder (e.g., dyslexia), please see me to make any adjustments necessary for examinations, etc.
2. If you miss any class period, it is your responsibility to get notes from another student and to see me regarding materials handed out during the class period.
3. Make-up examinations will be in essay format. If a missed examination or assignment is not prearranged, a 25% late penalty per day will be deducted.
4. If you have any questions, comments, or concerns, please call me or come see me during my office hours and I will help you as much as possible.
5. A student must be passing the class with a C or better in order to receive an incomplete (I) grade.
6. Students absent during group project days will lose 1 point *per day* from their individual project grade.
7. For all assignments and examinations, points will be deducted for spelling errors, grammatical errors, and poor quality.
8. **Students are responsible for adhering to all aspects covered within the “Student Rights and Responsibilities” section, particularly that addressing “Academic Honesty,” contained within the WMU Undergraduate Catalog. Please refer to that section of the catalog if you are not already completely familiar with it.**

**Course Objectives**

1. Select valid sources of information about health needs and interests.
2. Utilize computerized sources of information about health needs and interests.
3. Develop a plan for coordinating health education services.
4. Determine the extent of available health education services.
5. Match health education services to proposed program activities.
6. Identify gaps and overlaps in the provision of collaborative health services.
7. Identify key personnel in the health care system and how each interacts with both the public and other health related professionals.
8. Identify the major organizations involved in the health care system.
9. Describe the major factors used to evaluate the quality of health care services.
10. Compare traditional health care services with non-traditional services.
11. Describe the role health education has in enhancing health care services.
12. Explain how the health educator acts as a liaison between the public and health care providers and organizations.
13. Interpret the significance and implications of health care provider's messages to the public.
14. Effectively communicate health information with health care providers and consumers.
15. Promote cooperation and feedback among personnel associated with the preventative aspects of the health care system.
16. Explain the relationship between health care personnel, organizations, and financing.
17. Compare and contrast public health insurance with private insurance financing.
18. Describe the difference between traditional indemnity insurance plans, HMOs, and PPOs.
19. Suggest approaches for integrating health education within existing and future health care programs.
20. Describe the effect a health educator can have on influencing individual self-care.
21. Identify and explain social forces that influence consumer choices of medications.
22. Analyze how the medical model has influenced the discipline of health education.
23. Explain the effect advertising has on negative health behaviors.
24. Discover the most prevalent methods of advertising negative health behavior products.
25. Describe current state of ATOD use in the U.S.
27. Identify “best practices” for intervening with ATOD use.
28. Explain the relationship between ATOD use and leading causes of death in the U.S.
29. Compare and contrast effective and ineffective approaches to school-based ATOD prevention.
30. Explain the role of ATOD use as a factor in violence.
31. Describe current state of violence in community and schools in the U.S.
32. Explain how violence escalates in school and community settings.
33. Identify factors associated with antecedents of violent behavior.
34. Relate relevant psychosocial theories to explain violence and ATOD use.
35. Distinguish between date rape and stranger rape.
36. Identify means in which an individual can reduce risk to rape.
37. Employ a wide range of approaches in referring requesters of high risk taking behavior information to valid sources of information.
38. Explain why gangs are a powerful social force.
39. Explain current patterns in youth violence.
40. Explain resiliency theory.
41. Identify where and explain how health educators can intervene in the resilience cycle.
42. Determine psychosocial factors associated with resilient individuals.
43. Explain how resiliency can be used in violence prevention.

Course Topics

Unit I: Health Care and Consumer Health
A. Health care overview
B. Health care providers
   1. personnel
   2. organizations
C. Health care financing
   1. private insurance
      a. indemnity plans
      b. HMOs
      c. PPOs
   2. public insurance
      a. Medicaid
      b. Medicare
   3. managed care
D. Consumer health
   1. self-care
   2. advertising and the consumer
E. Aging issues

Unit II: Addictions
A. Addictive behaviors
B. Substance abuse
C. Alcohol
D. Tobacco
E. The influence of advertising

Unit III: Intentional and Unintentional Injuries
A. Violence
   1. community
   2. school
   3. rape/date rape
B. Accidents
C. Building Resilience

Tentative Course Schedule
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 29</td>
<td>Introduction</td>
</tr>
<tr>
<td>2</td>
<td>Sep 1</td>
<td><em>No Class—Labor Day</em></td>
</tr>
<tr>
<td></td>
<td>Sep 3-5</td>
<td>Healthcare overview</td>
</tr>
<tr>
<td>3</td>
<td>Sep 8-10</td>
<td>Healthcare overview</td>
</tr>
<tr>
<td></td>
<td>Sep 12</td>
<td>Healthcare financing</td>
</tr>
<tr>
<td>4</td>
<td>Sep 15-17</td>
<td>Healthcare financing</td>
</tr>
<tr>
<td></td>
<td>Sep 19</td>
<td>Consumer health issues</td>
</tr>
<tr>
<td>5</td>
<td>Sep 22</td>
<td>Consumer health issues</td>
</tr>
<tr>
<td></td>
<td>Sep 24</td>
<td><em>Exam #1</em></td>
</tr>
<tr>
<td></td>
<td>Sep 26</td>
<td>Overview of the <em>Health Status Analysis</em></td>
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<tr>
<td>6</td>
<td>Sep 29-Oct 3</td>
<td>Negative health behavior advertising</td>
</tr>
<tr>
<td>7-8</td>
<td>Oct 6-17</td>
<td>ATOD issues</td>
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<tr>
<td>9</td>
<td>Oct 20</td>
<td><em>Exam #2</em></td>
</tr>
<tr>
<td></td>
<td>Oct 22</td>
<td>In-class project workday</td>
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<tr>
<td></td>
<td>Oct 24</td>
<td>Overview of <em>Advertising Analysis</em></td>
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<tr>
<td>10</td>
<td>Oct 27</td>
<td><em>No Class—project workday</em></td>
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<tr>
<td></td>
<td>Oct 29-31</td>
<td>Violence: Community and schools</td>
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<tr>
<td>11</td>
<td>Nov 3-7</td>
<td>Violence: Community and schools</td>
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<tr>
<td>12</td>
<td>Nov 10-14</td>
<td>Building resilience</td>
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<tr>
<td>13</td>
<td>Nov 17-19</td>
<td><em>No Class—project workday</em></td>
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<tr>
<td></td>
<td>Nov 21</td>
<td>Overview of <em>Coordinated Plan for Health Education Services</em></td>
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<tr>
<td>14</td>
<td>Nov 24</td>
<td>Accidents</td>
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<tr>
<td></td>
<td>Nov 26-28</td>
<td><em>No class—Thanksgiving Day</em></td>
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<tr>
<td>15</td>
<td>Dec 1-5</td>
<td><em>Presentations of Alcohol-Tobacco Projects</em></td>
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<td>Dec 10, 12:30</td>
<td><em>Exam #3</em></td>
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