

# Health, Physical Education, and Recreation H263 Personal Health

a learning guide  
(3 credit hours)

Course designed by  
Mary A. Lay, MPH, CHES, CPP

Indiana University  
School of Continuing Studies  
Independent Study Program

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## About the Author

Mary Lay has been working in the field of substance abuse prevention since 1990. She is currently employed by the Indiana Prevention Resource Center at Indiana University Bloomington where she is working on the newest prevention initiative for Indiana—problem gambling prevention. Mary gathers data to help develop a long-range plan that will address the issues of problem gambling.

Mary has an undergraduate degree in community health from Purdue University and a master of public health from Indiana University. She is a certified public health specialist and a certified prevention professional. When not working, Mary enjoys spending time with her husband and two elementary-aged sons.

## Table of Contents: Health, Physical Education, and Recreation H263

	Important Information .....	i
	Study Hints .....	iii
	Introduction .....	v
	Study Materials	
	<i>Lessons</i>	
1	Overview of Health .....	1
2	Psychosocial Health, Stress, and Violence .....	7
3	Communication .....	11
4	Sexuality .....	15
5	Reproductive Health .....	19
6	Tips for the Midterm Examination .....	23
	Application for the Midterm Examination	
7	Healthy Lifestyles .....	25
8	Addiction .....	29
9	Chronic, Infectious, and Noninfectious Diseases .....	33
10	Aging, Dying, and Death .....	37
11	Environmental and Consumer Issues .....	41
12	Tips for the Final Examination .....	45
	Application for the Final Examination	
	Bulletin Request Form	

# Introduction

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## Health, Physical Education, and Recreation H263 Personal Health

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### Course Description

No matter your major, no matter your career goal, your health and the health of your family is an important issue. Everyone needs good health in order to achieve a balance between the physical and mental aspects of life. The tools to achieve this goal are important, and this course will help you develop these tools.

Your personal health is dynamic. Issues of health are ever-changing as well. As I have been writing this learning guide, major changes in drug safety have been in the news, and advancements in treatments for breast cancer and the prevention of other cancers have been made. One of the main goals of this personal health class is to provide you with the tools to be a smart consumer of health information and to make choices that promote health, fitness, and overall well-being.

## Introduction

### Health, Physical Education, and Recreation H263

It is not only the food we eat or the amount of exercise we get that impacts our health; everything in our environment affects us. Consequently, we must explore and deal with issues such as bioterrorism and the social and ecological consequences of events such as those of 9/11. As citizens of a global society, we need to be aware of how these issues impact the physical and mental health of not only ourselves, but our families and others around us. Ten years ago these issues were not ones that most Americans thought about, but with the events of the last few years, we have come to realize that our safety, health, and environment are affected by nature and man, and we need to be aware of how to recognize dangers and reduce our risks. Also, we need to learn how to deal with the stress created with such changes to our way of life.

Personal Health is an introductory health class designed to educate you about your body and factors affecting your health. This course will assist you in making decisions regarding your health. During the course we will look at issues of nutrition, physical fitness, chemical addiction, sexuality, and reproduction, as well as how to be good consumers of health-related information. This course will increase your awareness of how your health behaviors impact not only you, but also those around you in your family and the community.

We live in an instant society. Information, entertainment, and food are abundant, immediate, and constant. We need to learn how to make choices that are good for us. This course will increase your awareness of ways to filter information and make choices that are best for your circumstances.

Most people have a personal goal to be healthy. While there are things that individuals can do to move toward this goal, society and the environment also play a key role. For example, if we live in a community with high levels of air pollution, our individual choices may promote good respiratory health, but the environment around us hinders our efforts. We need to be able to recognize how we are affected by the conditions that surround us and find ways to reduce the impact of these challenges.

## Course Objectives

When you have successfully completed this course, you will be able to

- identify your responsibility for your health and that of your family
- recognize your poor health habits and make positive choices to change them
- identify signs of stress and develop strategies for dealing with it
- address issues of reproduction and reproductive health
- recognize the benefits of exercise and proper diet
- discuss the issues of alcohol and other drug addictions
- identify the risk factors for heart disease, stroke, and cancer
- recognize the risks associated with sexually transmitted infections
- explain the importance of health care access and insurance
- demonstrate skills to analyze health information for accuracy

## Required Materials

The textbook for the course is the tenth edition of Rebecca Donatelle's *Access to Health* (San Francisco: Pearson/Benjamin Cummings, 2008). Additionally, while access to the Internet is not required, you may find it helpful, as the textbook publisher provides a companion Web site to the textbook that you might enjoy exploring. Finally, some lessons in the course require you to find articles about health-related topics in newspapers or periodicals. Most public libraries offer Internet access in addition to stocking a variety of newspapers and periodicals.

## Course Content

The following is an overview of the topics covered in each lesson.

In **lesson 1**, we'll look at the history of health and health care. This lesson, which covers textbook chapter 1, provides the course foundation. We'll discuss advances in health, factors affecting health, and the importance of a global perspective when looking at health issues.

**Lesson 2** will look at psychological-health issues covered in textbook chapters 2–4. These issues include suicide, domestic violence, stress management, and depression. We'll also look at the warning signs and treatment methods for mental health diseases and disorders.

Communication issues comprise **lesson 3**. Textbook chapter 5 examines the role that communication skills play in health. We'll look at skills for developing and maintaining intimate relationships, identify characteristics of positive and negative relationships, and discover ways to seek assistance in order to improve relationships.

**Lesson 4** explores issues of gender and sexual identity, sex roles, and sexual orientation. After reading chapter 6, you'll be able to identify the male and female sexual anatomy and functions. This lesson will also look at issues of sexual dysfunction.

In **lesson 5**, we'll survey the types of available contraceptives. Based on chapter 7, we'll look at issues of reproductive health from a personal and political perspective. The stages of pregnancy and childbirth will be described, along with issues of infertility.

Information about preparing for and taking the midterm examination will be provided in **lesson 6**. The exam will cover the material in textbook chapters 1–7.

**Lesson 7** explores issues of nutrition, weight management, and physical fitness from textbook chapters 8–10. You'll explore your nutrition and fitness levels and examine ways to enhance them. We'll also look at how to synthesize media information regarding nutrition and fitness and how to determine the accuracy of the information.

The issues of alcohol, tobacco, and other drug use, misuse, and abuse are the focus of **lesson 8** and textbook chapters 11–14. We'll look at both legal and illegal drugs and the impact of abusing or misusing both. Treatment and abuse prevention will also be examined.

**Lesson 9** and textbook chapters 15–18 look at cardiovascular disease, cancer, sexually transmitted infections, and diseases such as Parkinson's and multiple sclerosis. We'll look at how lifestyle, heredity, and environment each plays a role in the development of these conditions.

In **lesson 10**, we'll look at the social, legal, and biological aspects of aging presented in chapter 19. We'll examine the stages of grieving and some coping strategies for dealing with the death of a loved one, as well as the social and legal issues of rational and assisted suicide in chapter 20.

**Lesson 11** examines the role of the environment, consumerism, and alternative medicine in one's health. By studying textbook chapter 21, we'll examine the role environment plays in health. In chapter 22, we'll discuss techniques for being wise consumers of health information and products. Chapter 23 looks at the role of alternative medicine in overall health and wellness.

Finally, **lesson 12** will provide information about preparing for and taking the final exam, which will cover the material presented in textbook chapters 8–23.

## Lesson Structure

Each lesson in this learning guide will consist of several parts. First you'll be given a list of **objectives** you should be able to meet after completing the lesson. Next is a short **lesson overview** highlighting what you should look for when you read the textbook chapter(s) for the lesson. Then you'll complete the **reading assignment** from the textbook. The **lesson review** will help you determine if you have mastered the material in the lesson. Finally, you'll complete a **written assignment** that you'll submit to your instructor for grading.

The written assignment in each lesson will consist of three parts: a short-answer section worth 60 points, a key concept review worth 20 points, and a miniproject worth 20 points. Your short answers should demonstrate that you have mastered the material and can apply the key concepts. The key concepts section will assist you in synthesizing the material by assuring that you understand the language used to describe each topic. Finally, the miniproject will allow you to see how each topic relates to you personally—either currently or in the future. You will need access to either the Internet or newspapers and periodicals to complete some of the projects.

## Exams

There are two exams in the course—a midterm and a final. These exams are not cumulative; the midterm covers the material from textbook chapters 1–7, while the final covers textbook chapters 8–23. You should

Introduction  
Health, Physical Education, and Recreation H263

expect to answer multiple-choice, identification, and short-answer questions on the exams.

Exams must be proctored, so you need to schedule them well before your desired date for taking them. Please see the *Student Handbook* and lessons 6 and 12 in this learning guide for scheduling details. Planning in advance will help keep you on track. It is your responsibility to be aware of deadlines that you need to meet for your degree or school and plan your course completion timeline accordingly.

## Grading

Each written assignment is worth 100 points. The average of your scores on the ten assignments will be used in the calculation of your course grade. The midterm and final exams are each worth 100 points. Your course grade will be determined by averaging your written assignment average, your midterm score, and your final exam score.

<b>Score</b>	<b>Total points possible</b>
Written assignment average	100
Midterm exam	100
Final exam	<u>100</u>
	300

The following is the grading scale used in this course.

<b>Percent</b>	<b>Points</b>	<b>Grade</b>
90–100	270–300	A
80–89	240–269	B
70–79	210–239	C
60–69	180–209	D
0–59	0–179	F

**Note:** To be in compliance with the Independent Study Program’s academic policies, your exam grades must average at least a D– in order for you to pass the course. Even if your written assignment grades are excellent, you will not pass the course unless you fulfill this requirement.

## Plagiarism

As an educational institution, IU puts learning first. We want you to learn, and we think you value learning as well. We also value honesty and trust. You have every right to expect fair exams, fair assignments, and fair grades. By the same token, your instructor expects the work you hand in to be your own. You are welcome to discuss this course with other students and teachers, but when it comes to writing your assignments, all the words should come straight from you, unless you are supporting your assertions with a properly cited quote.

Passing off someone else's work as your own is plagiarism. As stated in Indiana University's *Code of Student Rights, Responsibilities, and Conduct* (Art. III, § A.3), "A student must not adopt or reproduce ideas, words, or statements of another person without an appropriate acknowledgment. A student must give due credit to the originality of others and acknowledge an indebtedness whenever he or she does any of the following:

- a. quotes another person's actual words, either oral or written;
- b. paraphrases another person's words, either oral or written;
- c. uses another person's idea, opinion, or theory; or
- d. borrows facts, statistics, or other illustrative material, unless the information is common knowledge."

We take plagiarism very seriously. If you are caught plagiarizing, you could receive an F for the whole course.

So how can you avoid plagiarizing? When is it appropriate to cite your sources, and how should you cite them? The answer's simple. Ask your instructor. If you're unsure whether you've cited your sources appropriately, call or e-mail your instructor before you submit your assignment. Not only will you get answers to your questions, you'll reap the fruit of honesty: trust.

## Contacting Your Instructor

With each lesson you are required to submit an assignment cover sheet. Every assignment cover sheet has a space for your questions and comments; you are strongly encouraged to use this space. If problems arise between assignments, you can write to your instructor at the Independent Study Program. Many instructors can be contacted via e-mail or reached by telephone during established office hours. To learn your instructor's e-mail address and/or office hours, please refer to the contact information on the back cover of this learning guide.