

HLTH 1000: Health in Modern Society Fall 2023

Section: Online sections

Credits: 2

Required Course Materials:

- Donatelle, R. J. (2023). *Health: The Basics* (14th ed.).



*There are several versions of the text available at Dowdy, U.B.E., and online, however I recommend you purchase the Mastering code at Dowdy or U.B.E. as we got a special discounted rate and the textbook is linked in Canvas through Mastering. If you would like a hard copy instead, the page numbers are listed for each lesson, however you won't be able to take advantage of the linked knowledge checks and additional resources Mastering has.

[How to register for MyLab and Mastering with Canvas Tutorial](#)
[Links to an external site.](#)

Description and Purpose:

This course is intended to empower you with the awareness and skills needed to make informed decisions about your health and health-related behaviors. If you work to apply the knowledge you gain in this course to your personal life, the benefits will extend far beyond the academic credit received. The textbook is used to provide you with a basic foundation of health-related knowledge. Engaging in the learning activities associated with the course will assist you in assessing and clarifying your personal attitudes, beliefs, and behaviors related to selected health issues.

Online Format:

The class is set up to run asynchronously, meaning we will not have live meetings. You are to progress through each module in sequential order and complete all the requirements before moving on to the next one. The modules are also set up to allow you to work a week ahead. Even though the class is set to run itself, please reach out via email and let me know if I can help you in any way. I am also willing to meet with you through WebEx video chat.

Technology Requirements:

You will need the following in order to participate in this course:

- Access to a computer
- Internet access
- Access to a browser such as Google Chrome
- Access to Microsoft Office

It is your responsibility to ensure you have a reliable internet connection and access to be an active participant in this course. Not having access to the internet or internet failures will not warrant automatic extensions on course assignments. If you have technical issues with any

used platform, it is your responsibility to notify technical support and your instructor with verification from Canvas or Pearson.

Canvas Learning Management System (LMS): You are required to keep up with material on Canvas, including assignments, quizzes, tests, and verify that the grades posted are correct. Google Chrome is the preferred browser for Canvas.

Required Computer & Digital Literacy Skills:

Digital information literacy refers to the ability to locate, evaluate, apply, create, and communicate knowledge using technology. Visit the Student Resources section for more information on how to research, cite sources, and use library databases.

- Comfort using Canvas, uploading attachments, downloading and installing software, and using video conferencing tools.
 - Proficiency using Microsoft Office programs like Word.
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Communication:

Course communication, assignment delivery, and assignment submissions will be through Canvas, with mass emails being delivered and archived on the Announcements page. You can email me either through Canvas or at my ECU Email.

I typically respond to messages within 24 hours and those that come during non-work hours, on the next business day. If you haven't heard back within that time frame, please follow up. Please use your ECU email account.

Please respect that I work traditional work hours of Monday to Friday. I am generally slower to respond on nights and weekends.

When communicating, please use Netiquette.

- Netiquette is a set of guidelines for communicating respectfully online. The goal is to be kind, courteous, and respectful to everyone as we share our thoughts and opinions.
 - We have a diverse group of people from many linguistic backgrounds, political views, and cultures. Please be courteous of these differences in your posts and discussions. Keep all debates professional without personal attacks.
 - Use good taste when composing your responses in the chat room and discussion forums. Swearing, profanity, and slang are unprofessional in this classroom environment.
 - DON'T USE ALL CAPITAL LETTERS. Not only is it difficult to read, but it is viewed as aggressive and shouting.
 - Acronyms are fast ways to communicate with peers, but before you write it, define it. Write the meaning first, then put the abbreviation in parentheses afterward. After you define it, use it freely throughout your discussion.
 - Use proper grammar and spelling. In this professional environment, we do not use texting abbreviations.
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Health Promotion and Health-Related Physical Activity General Education Competency:

As a course in the health promotion and physical activity discipline, HLTH 1000 enables students to develop the knowledge and skills required for a physically fit and healthy functioning human body. Scholarly study in the health promotion and physical activity

disciplines promotes the understanding and intellectual abilities essential to making informed decisions about how to be healthy and physically fit. Proficiency in engaging in life-enhancing group and individual physical activity is essential to living a healthy, high-quality life. Scholarship in these areas address behaviors and develop skills that have a positive impact on overall human well-being.

The following are the Health Promotion and Health-Related Physical Activity Competency Student Learning Outcomes:

SLO1: Explain the factors that influence human health and wellness, and affect major public health issues in society.

SLO2: Identify barriers to and evaluate strategies for achieving optimal health among all populations, including those experiencing health disparities.

SLO3: Apply concepts, skills, tools and methods in health promotion to assess and improve personal health.

Student Learning Outcomes:

Students are expected to master the following *General Education Health Promotion and Health-Related Physical Activity and Course Specific* student learning outcomes (Health Promotion and Health-Related Physical Activity Competency = “HLC,” Course-specific competency = CSC”).

HLC1: Explain the factors that influence human health and wellness, and affect major public health issues in society. (SLO1)

HLC2: Identify barriers to and evaluate strategies for achieving optimal health among all populations, including those experiencing health disparities. (SLO2)

HLC3: Apply concepts, skills, tools and methods in health promotion to assess and improve personal health. (SLO3)

CSC1: Assess and clarify personal attitudes, beliefs, and behaviors related to key health issues.

CSC2: Identify health risk factors that are specific to the college student population.

CSC3: Articulate the role of knowledge and personal responsibility in fostering a commitment to human health.

CSC4: Identify resources on campus for promoting positive physical and mental health.

Requirements:

Your grade in this course is based on the following:

(1) Quizzes: Every lesson has a quiz that goes with it, which contains 5 multiple choice and/or true/false questions, has a 5-minute time limit, and can only be taken once.

(2) Exams: There are 3 exams, one for Unit 1, Unit 2, and Unit 3, each containing 50 multiple choice and true/false questions, has a 50-minute time limit, and can only be taken once. Unit 3 is the final exam and is only on material from Unit 3. The questions come from content covered in the textbook and lessons.

(3) Application Journal Reflections: Every module has an application prompt and reflection questions that correspond with the lessons for you to answer.

(4) Personal Growth Project: This project provides you the opportunity to formalize and sum up your thoughts on the impact this course has had on you and how you have grown as an individual and leader.

Instructor Feedback:

Quizzes and knowledge checks are graded immediately. Journal assignments and Personal Growth project are graded within one week of submission once that module closes and feedback is provided on an individual basis. All written work is expected to be written in standard English with attention to spelling and grammar, including proper capitalization and punctuation. Texting language is not appropriate. Proofread and edit as necessary.

Late Assignments:

Late assignments may be accepted at the instructor's discretion. If you know in advance that you will be unable to submit an assignment before the due date, please contact the instructor as soon as possible to discuss options for submitting the work. If you miss a due date for a quiz or exam, there will be an automatic 10% deduction in grade for each day late until time expires. If time expires, a zero will be given.

Distribution of Points and Grading Scale:

Grades will be calculated using points. Points will be broken down as follows:

Online quizzes (23)	115 points total (5 points each)	A = 519 and above	C = 403 – 424
Tests (3)	300 points total (100 points each)	A- = 497 – 518	C- = 386 – 402
Journal Submissions (13)	65 points total (5 points each)	B+ = 481 – 496	D+ = 370 – 385
Personal Growth Project First Submission (1)	10 points	B = 458 – 480	D = 347 – 369
Personal Growth Project Final Submission (1)	65 points	B- = 442 – 457	D- = 331 – 346
Total points:	555 points	C+ = 425 – 441	F = 330 and below

At any point in time, you can determine your grade by taking your total points earned and divide it by the total points possible of assignments completed. Then multiply that number by 100.

DSS Information:

East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must be registered with the Department for Disability Support Services located in Slay 138, 252-737-1016. [Accommodation Information & Processes](#)
[Links to an external site..](#)

Additional DSS student resources can be found at: <https://accessibility.ecu.edu/students/>

[Links to an external site.](#)

Disruptive Behavior Policy:

East Carolina University is committed to providing each student with a rich, distinctive educational experience. To this end, students who do not follow reasonable standards of behavior in the classroom or other academic settings may be removed from the course by the instructor following appropriate notice. Students removed from a course under this policy will receive a grade of “W” according to university policy.

Academic Integrity:

Academic integrity is expected of every East Carolina University student. Academic honor is the responsibility of the students and faculty of East Carolina University. Information on academic integrity, the student code of conduct, and the rights and responsibilities of students is available at: <https://osrr.ecu.edu/policies-procedures/>

[Links to an external site.](#)

[Links to an external site.](#) Students are not allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course. Each student is expected to complete each assignment without substantive assistance from others, including automated tools.

East Carolina University Copyright Regulation:

<http://www.ecu.edu/prr/10/40/02>

[Links to an external site.](#)

7.1.3. Notes of classroom and laboratory lectures, syllabi, exercises and other course materials taken by Students shall not be deemed Student Works, may only be used for personal educational purposes, and shall not be used for commercialization by the Student generating such notes or by any third party without the express written permission of the author of such Works. Violation of University Policy may be grounds for disciplinary action pursuant with the ECU Student Conduct Process.

Observance of Religious Holidays:

Students will not be penalized for missing a class, lab, or examination due to the observance of a religious holiday. A written statement must be submitted to the instructor prior to the end of the second class meeting if any schedule conflict exists. Assignments that fall due on a religious holiday should be submitted early unless prior arrangements were made with the instructor.

Title IX Statement:

East Carolina University is committed to equality of opportunity and does not discriminate against applicants, students, employees, or visitors based on race/ethnicity, color, creed, national origin, religion, sex, sexual orientation, age, veteran status, political affiliation, genetic information, or disability. Any student who has an issue or concern in regard to his or her rights under Title IX may inquire first with the [Dean of Students Office](#)[Links to an external site.](#).

Continuity of Instruction:

In the event that face-to-face classes are suspended due to a pandemic or other catastrophe, I will strive to continue instruction to those that are able to participate. If and when face-to-face classes are suspended, you will receive an email that details how we will communicate, where you can locate course information, and what you can expect during this time period. I realize that some of you may be affected by the event and not able to participate, however, I will continue to provide instruction to those with access to the internet. If there is an emergency disruption in university services (for example, a weather event OR pandemic), you will be expected to check email (as possible) for class updates and continue with assignments as outlined in the syllabus as is possible. Additionally, course requirements, deadlines, and grading percentages are subject to change. Information about changes in the course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should log onto Canvas and read any announcements and/or access alternative assignments. ([ECU Alerts Website](#)[Links to an external site.](#)).

- [Instructional Continuity and Contingency Planning](#)[Links to an external site.](#)
- [Register for ECU Alerts](#)[Links to an external site.](#)

Academic and IT Support:

Joyner Library: [Please visit the ECU Joyner Library](#)[Links to an external site.](#) for help with on and off-campus questions or regarding issues accessing their resources. Joyner Library offers a variety of resources to support distance education students.

IT Help Desk: [The ECU IT Help Desk can assist with IT-related questions.](#)[Links to an external site.](#)

LinkedIn Learning: ECU Provides LinkedIn Learning (previously Lynda.com) access for all students. Use this valuable resource to supplement any gaps in knowledge, especially as it relates to any technical skills required to complete assignments.

Canvas Help: For any Canvas related questions, use the [Canvas Help](#) button.

Caveat:

This syllabus represents a written contractual agreement between us. Occasionally, it may be necessary to revise this syllabus to meet students' or university needs. I reserve the right to revise this syllabus if the need arises. Advance notification will be provided to you.

Accessibility/Privacy Statements:

- [Canvas Accessibility Statement: Links to an external site.](#) This course uses technologies that may support accessibility in different ways.
- [Canvas Privacy Policy Links to an external site.:](#) This course uses technologies that provide privacy. (Corrected privacy policy link: <https://www.instructure.com/policies/intl-privacy>)
- Adobe Products: [Adobe Products accessibility](#)
- Adobe Creative Cloud: [Adobe & Student Privacy](#)
- Google products: [Our Approach to Accessibility](#)
- Google products: [Google Cloud Security and Compliance](#)

- Microsoft Excel: [Accessibility support for Excel](#)
 - Microsoft OneDrive: [Accessibility support for OneDrive](#)
 - Microsoft Office (including OneDrive): [Microsoft Privacy Statement](#)
 - Microsoft PowerPoint: [Accessibility support for PowerPoint](#)
 - Microsoft Word: [Accessibility support for Word](#)
 - YouTube: [Use YouTube with a screen reader](#)
 - YouTube: [YouTube Privacy Guidelines](#)
 - H5P Interactive Learning Content: [Accessibility \(Links to an external site.\)](#)
 - H5P Interactive Learning Content: [Privacy \(Links to an external site.\)](#)
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Course Topics and Objectives:

Upon completion of each lesson, the students will be able to:

UNIT ONE:

Module 1:

1.1: Introduction to Transformative Leadership

1.1.1: Identify the 10 transformative leadership qualities.

1.1.2: Recognize how transformative leadership differs from management.

1.1.3: Identify how adjusting efforts and behaviors to improve one's quality of life can influence positive change in others.

1.2: Staying Safe at ECU

1.2.1: Identify factors that contribute to violence and crime on campus.

1.2.2: Recognize how crime and violence can affect student success.

1.2.3: Identify strategies to protect yourself from crime and violence on campus and in the community.

Module 2:

2.1: Alcohol

2.1.1: Identify how alcohol is absorbed and metabolized by the body.

2.1.2: Identify the effects of alcohol on the body.

2.1.3: Define alcohol abuse, binge drinking and alcoholism.

2.1.4: Identify strategies for responsible alcohol use.

2.1.5: Recognize the financial, social, academic and legal consequences for underage drinking.

2.1.6: Identify how alcohol use affects academic performance.

2.1.7: Recognize risk factors that promote binge drinking at ECU.

2.1.8: Identify warning signs of alcohol poisoning and the protocol for response.

2.2: Concept of Health

2.2.1: Identify factors that influence health status (genetics, environmental, socio-cultural, psychological, and physical).

2.2.2: Identify the six dimensions of wellness and a wellness lifestyle.

2.2.3: Identify the importance of personal decision making and behavior change in achieving a wellness lifestyle.

2.2.4: Identify campus resources for supporting a healthy lifestyle.

2.2.5: Recognize issues pertaining to health care costs including health insurance.

Module 3:

3.1: Stress

- 3.1.1: Identify what stress is and how people react to it – physically, emotionally and behaviorally.
- 3.1.2: Recognize how stress impacts health.
- 3.1.3: Identify common sources of stress for college students, including financial stressors.
- 3.1.4: Identify techniques for preventing and managing stress, including campus resources.

3.2: Psychological Health

- 3.2.1: Recognize what it means to be psychologically healthy.
- 3.2.2: Identify how to develop and maintain a healthy self-esteem and self-efficacy.
- 3.2.3: Recognize how positive mental health impacts overall health.
- 3.2.4: Identify resources on campus for promoting positive mental health.

Module 4:

4.1: Mental Health

- 4.1.1: Identify common psychological disorders (anxiety and depression).
- 4.1.2: Recognize the warning signs of being psychologically unhealthy and how to help themselves or seek treatment on campus.
- 4.1.3: Identify campus resources to address mental health issues.

4.2: Addictions

- 4.2.1: Identify factors contributing to drug use and dependence.
- 4.2.2: Identify the major categories of psychoactive drugs and describe their effects, methods of use and potential for abuse and dependence.
- 4.2.3: Identify social issues related to psychoactive drug use and its prevention and treatment.
- 4.2.4: Recognize the impact of illicit drug use on college life.
- 4.2.5: Identify the social, psychological, and financial impact of addiction on college life.

Module 5:

5.1: Unit 1 Test

UNIT TWO:

5.2: Financial Wellness

- 5.2.1: Recognize the relationship between financial health and your physical, mental and social well-being.
- 5.2.2: Differentiate between a need and a want.
- 5.2.3: Identify why a personal budget is an important component of financial health.
- 5.2.4: Identify ways to control personal debt.
- 5.2.5: Identify some strategies for achieving personal financial security and growing wealth.

Module 6:

6.1: Infectious Disease

- 6.1.1: Define infectious communicable disease.
- 6.1.2: Identify the six pathogens.
- 6.1.3: Identify the stages of infection.
- 6.1.4: Identify the body's defenses against infection – physical, chemical and cellular.
- 6.1.5: Identify strategies to reduce the risk of contracting infectious diseases.

6.2: Cardiovascular Disease

- 6.2.1: Identify how the heart functions.
- 6.2.2: Define cardiovascular disease and explain its cause, prevention and treatment.

6.2.3: Identify the controllable (e.g. tobacco use, lack of exercise) and uncontrollable risk factors associated with cardiovascular disease.

6.2.4: Identify strategies college students can adopt now to reduce their risk of developing CVD.

Module 7:

7.1: Cancer

7.1.1: Identify what cancer is and how it spreads.

7.1.2: Identify common cancers – their risk factors (e.g. tobacco use, sun exposure), signs and symptoms, treatments, and approaches to prevention.

7.1.3: Identify specific actions that can be taken to lower risk of CVD and Cancer.

7.1.4: Identify cancer types that are more prevalent in the college aged population (skin, testicular, cervical) and ways to reduce risks.

7.2: Weight Management/Eating Disorders

7.2.1: Identify the health risks associated with being overweight.

7.2.2: Identify techniques for managing weight.

7.2.3: Recognize the benefits of physical activity and exercise for weight management.

7.2.4: Identify the symptoms and consequences of disordered eating.

7.2.5: Identify and describe symptoms of the eating disorders anorexia and bulimia.

7.2.6: Identify the health risks associated with eating disorders.

7.2.7: Identify campus resources for eating disorders and disordered eating.

Module 8:

8.1: Healthy Eating

8.1.1: Identify the essential nutrients and describe the functions they perform in the body.

8.1.2: Identify the guidelines developed to help people choose a healthy diet, avoid nutritional deficiencies, and reduce their risk of diet related chronic diseases.

8.1.3: Recognize how to use food labels and other consumer tools to healthy food choices.

8.1.4: Identify strategies for eating healthy at ECU.

8.2: Sleep and Your Health

8.2.1: Recognize how sleep impacts health.

8.2.2: Identify the structure and cycles of sleep.

8.2.3: Identify common sleep disorders.

8.2.4: Identify steps college students can take to enhance sleep quality.

Module 9:

9.1: Unit 2 Test

UNIT THREE:

9.2: Communication & Relationships

9.2.1: Identify qualities of healthy intimate relationships.

9.2.2: Identify characteristics of different types of love relationships and how they change over time.

9.2.3: Identify elements of effective communication in relationships.

Module 10:

10.1: Healthy vs. Unhealthy Relationships

10.1.1: Identify ways to initiate a conversation with a partner regarding relationship issues.

10.1.2: Identify personal boundaries between you and a partner.

10.2: Abusive Relationships

- 10.2.1: Define sexual assault and intimate partner violence.
- 10.2.2: Recognize socio-cultural impact of sexual assault and intimate partner violence.
- 10.2.3: Identify factors that contribute to intimate partner violence.
- 10.2.4: Identify strategies to reduce risk of sexual assault and intimate partner violence.
- 10.2.5: Identify campus resources for victims.

Module 11:

11.1: Introduction to Sexuality

- 11.1.1: Identify strategies for responsible sexual behavior and risk reduction.
- 11.1.2: Identify campus resources for promoting sexual health.

11.2: Sexual Anatomy & Response

- 11.2.1: Identify the structure and function of the female and male reproductive systems.
- 11.2.2: Identify the process of conception.
- 11.2.3: Identify the woman's physical and emotional changes occurring during pregnancy.
- 11.2.4: Identify the stages of fetal development.
- 11.2.5: Recognize the important components of good prenatal care.

Module 12:

12.1: Contraception

- 12.1.1: Identify popular contraceptives, and discuss their advantages, disadvantages, and effectiveness.
- 12.1.2: Identify barrier and chemical contraceptives.
- 12.1.3: Evaluate information about a contraceptive method's effectiveness, risk, and benefits.
- 12.1.4: Identify the importance of choosing a method of contraception based on cost, user needs, safety and effectiveness.

12.2: Protecting Yourself from STIs

- 12.2.1: Recognize the prevalence and impact of STIs in our society.
- 12.2.2: Identify prevalent STIs among college aged population.
- 12.2.3: Identify how STIs are transmitted, diagnosed and treated.
- 12.2.4: Identify steps students can take to prevent infection.
- 12.2.5: Identify resources on campus for diagnosis and treatment of STIs.
- 12.2.6: Recognize the prohibitive cost of STI testing on campus and financial impact on students.

Module 13:

13.1: Sexual Expression & Behavior

- 13.1.1: Identify strategies for responsible sexual behavior and risk reduction.
- 13.1.2: Identify campus resources for promoting sexual health.

13.2: Personal Growth Project First Submission

- 13.2.1 Reflect on the amount of knowledge gained throughout this course.
- 13.2.2 Identify barriers in achieving optimal health and strategies used to overcome them.
- 13.2.3 Recognize the positive impact and areas of personal growth since the start of the semester.
- 13.2.4 Create an outline for the personal growth project showcasing all the areas of personal growth that took place this semester.

Module 14:

14.1: Personal Growth Project Final Submission

14.1. Create the final personal growth project showcasing all the areas of personal growth that took place this semester.

Course Schedule

Each lesson has an

- Overview
- Instructional Resources (video and textbook reading)
- Learning Activity (knowledge check)
- Quiz
- Journal Reflection
- Summary

MODULE 0 & 1: Mon, August 21 – Sun, August 27

- 0: [Introduce Yourself](#)
- 1.1: [Intro to Transformative Leadership](#)
- 1.2: [Staying Safe at ECU](#)

MODULE 2: Sun, August 27 – Sun, September 3

- 2.1: [Alcohol](#)
- 2.2: [Concept of Health](#)

MODULE 3: Sun, September 3 – Sun, September 10

- 3.1: [Stress](#)
- 3.2: [Psychological Health](#)

MODULE 4: Sun, September 10 – Sun, September 17

- 4.1: [Mental Health Conditions](#)
- 4.2: [Addictions](#)

MODULE 5: Sun, September 17 – Sun, September 24

- 5.1: [Unit 1 Test](#)
- 5.2: [Financial Wellness](#)

MODULE 6: Sun, September 24 – Sun, October 1

- 6.1: [Infectious Diseases](#)
- 6.2: [Cardiovascular Disease & Diabetes](#)

MODULE 7: Sun, October 1 – Sun, October 8

- 7.1: [Cancer](#)
- 7.2: [Weight Management](#)

MODULE 8: Sun, October 8 – Sun, October 15

- 8.1: [Healthy Eating](#)
- 8.2: [Sleep](#)

MODULE 9: Sun, October 15 – Sun, October 22

- 9.1: [Unit 2 Test](#)
- 9.2: [Communication & Relationships](#)

MODULE 10: Sun, October 22 – Sun, October 29

- 10.1: [Healthy vs. Unhealthy Relationships](#)
- 10.2: [Abusive Relationships](#)

MODULE 11: Sun, October 29 – Sun, November 5

- 11.1: [Intro to Sexuality](#)

- 11.2: [Sexual Anatomy & Response](#)

MODULE 12: Sun, November 5 – Sun, November 12

- 12.1: [Contraception](#)
- 12.2: [Protecting Yourself from STIs](#)

MODULE 13: Sun, November 12 – Sun, November 19

- 13.1: [Sexual Expression & Behavior](#)
- 13.2: [Personal Growth Project First Submission](#)

Sun, November 19 – Sun, November 26

- Happy Thanksgiving!

MODULE 14: Sun, November 26 – Sun, December 3

- 14: [Personal Growth Project Final Submission](#)

MODULE 15: WED, December 6

- 15: **[Unit 3 Test \(FINAL EXAM\)](#)**
- You must take the final exam on this day.

Course Map

Course Name: HLTH 1000

Student Learning Outcomes:

Students are expected to master the following *Health Promotion and Health-Related Physical Activity and Course Specific* student learning outcomes (Health Promotion and Health-Related Physical Activity Competency = “HLC,” Course-specific competency = CSC”).

HLC1: Explain the physical, psychological and socio-cultural factors and human behaviors that influence human health and affect the major health problems in our society.

HLC2: Identify barriers to and evaluate strategies for achieving optimal health.

HLC3: Apply concepts, skills, tools and methods in health promotion to assess and improve personal physical and mental health.

CSC1: Assess and clarify personal attitudes, beliefs, and behaviors related to key health issues.

CSC2: Identify health risk factors that are specific to the college student population.

CSC3: Articulate the role of knowledge and personal responsibility in fostering a commitment to human health.

CSC4: Identify resources on campus for promoting positive physical and mental health.

Course Materials

Textbook:

- HLTH: The Basics, 14th Edition, by Donatelle, Rebecca J. 2023

The Online Course Map Guide, 2019
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[Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).



Module # and Title	Course Learning Outcomes (CLOs)	Module Learning Outcomes (MLOs)	Assessments and Rubrics	Activities: Learner Interaction & Engagement	Instructional Materials
<p>The title should be short, yet descriptive and specific to content being explored.</p>	<p>List all course learning outcomes addressed in the module by their Roman numerals.</p>	<p>State the module's intended <i>measurable</i> learning outcomes. MLOs must describe student performance in specific, observable terms. Use suggested action verbs from Bloom's Taxonomy. In parentheses, include the course learning outcomes (CLOs) that align to each MLO.</p>	<p>Specify all assessments that will be used to measure the stated module learning outcomes. List the name of rubric (if applicable) that provides descriptive and specific evaluation criteria for the assessment. Also, list the MLO(s) that align with each assessment. If assessment does not count towards the student's grade they should be marked "Not graded" in place of the rubric name.</p>	<p>List all learning activities that promote achievement of the stated module learning outcomes and align with assessments. Learning Activities may also be listed in the assessment column if they are graded. In parentheses, include the MLOs that are being met with each activity.</p>	<p>List all instructional materials and technology/media used during the module that promote achievement of the stated module learning outcome. This may include readings, web resources, videos, podcasts, audio, etc. In parentheses, include the MLO(s) that align to the materials. If a learning material does not have an aligned MLO mark it as Supplemental or Optional.</p>
<p>Module 1 1.1 Introduction to Transformative Leadership</p>	<p>HLC1 HLC2 HLC3 CSC1 CSC3 CSC4</p>	<p>After successful completion of the module, the student will be able to:</p> <ul style="list-style-type: none"> • 1.1.1 Identify the 10 transformative leadership qualities. (HLC1, CSC3, CSC4) • 1.1.2 Explain how transformative leadership differs from management. (CSC3, CSC4) • 1.1.3 Explain how adjusting efforts and behaviors to improve one's quality of life can influence positive change in others. (HLC1, HLC2, HLC3, CSC1, CSC3, CSC4) 	<p>Formative Assessment: Quiz (5 questions) (MLO 1.1.1 – 1.1.3)</p> <p>Journal Assignment Rubric: Journal Rubric (MLO 1.1.3)</p>	<p>H5P Drag the Words (MLO 1.1.1)</p>	<p>Video Lesson (MLO 1.1.1 – 1.1.3)</p> <p>H5P Accordion (MLO 1.1.1)</p>
<p>1.2 Staying Safe at ECU</p>	<p>HLC1 HLC2 HLC3 CSC2 CSC3</p>	<p>After successful completion of the module, the student will be able to:</p> <ul style="list-style-type: none"> • 1.2.1 List factors that contribute to violence and crime on campus. (HLC1, CSC2, CSC3) 	<p>Formative Assessment: Quiz (5 questions) (MLO 1.2.1 – 1.2.3)</p> <p>Journal Assignment Rubric: Journal Rubric</p>	<p>H5P Practice Quiz (not graded) (MLO 1.2.1 – 1.2.3)</p>	<p>Video Lesson (MLO 1.2.1 – 1.2.3)</p> <p>Assigned Reading Chapter 5: pgs. 127 – 133, 143 – 148</p>

Module # and Title	Course Learning Outcomes (CLOs)	Module Learning Outcomes (MLOs)	Assessments and Rubrics	Activities: Learner Interaction & Engagement	Instructional Materials
		<ul style="list-style-type: none"> 1.2.2 Describe how crime and violence can affect student success. (HLC1, CSC3) 1.2.3 Describe strategies to protect yourself from crime and violence on campus and in the community. (HLC2, HLC3, CSC3) 	(MLO 1.2.3)		(MLO 1.2.1 – 1.2.3)
Module 2 2.1 Alcohol	HLC1 HLC2 HLC3 CSC1 CSC2 CSC3	After successful completion of the module, the student will be able to: <ul style="list-style-type: none"> 2.1.1 Explain how alcohol is absorbed and metabolized by the body. (CSC3) 2.1.2 Describe the effects of alcohol on the body. (CSC2, CSC3) 2.1.3 Define alcohol abuse, binge drinking and alcoholism. (CSC2, CSC3) 2.1.4 Describe strategies for responsible alcohol use. (HLC2, HLC3, CSC3) 2.1.5 Describe the financial, social, academic and legal consequences for underage drinking. (HLC1, CSC2, CSC3) 2.1.6 Identify how alcohol use affects academic performance. (HLC1, CSC2, CSC3) 2.1.7 List risk factors that promote binge drinking at ECU. (HLC1, CSC1, CSC2, CSC3) 2.1.8 Identify warning signs of alcohol poisoning and the protocol for response. (HLC3, CSC2, CSC3) 	Formative Assessment: Quiz (5 questions) (MLO 2.1.1 – 2.1.8) Journal Assignment Rubric: Journal Rubric (MLO 2.1.4)	H5P Practice Quiz (not graded) (MLO 2.1.1 – 2.1.8)	Video Lesson (MLO 2.1.1 – 2.1.8) Assigned Reading Chapter 9: pgs. 255 – 270 (MLO 2.1.1 – 2.1.8)
2.2 Concept of Health	HLC1 HLC3 CSC1 CSC2 CSC3 CSC4	After successful completion of the module, the student will be able to: <ul style="list-style-type: none"> 2.2.1 Identify factors that influence health status (genetics, environmental, socio-cultural, psychological, and physical). (HLC1, CSC1, CSC2, CSC3) 2.2.2 Describe the six dimensions of wellness and a wellness lifestyle. (CSC3) 2.2.3 Explain the importance of personal decision making and behavior change in achieving a wellness lifestyle. (HLC2, HLC3, CSC1, CSC3) 	Formative Assessment: Quiz (5 questions) (MLO 2.2.1 – 2.2.5) Journal Assignment Rubric: Journal Rubric (MLO 2.2.3)	H5P Practice Quiz (not graded) (MLO 2.2.1 – 2.2.5)	Video Lesson (MLO 2.2.1 – 2.2.5) Assigned Reading Chapter 1: pgs 1-20 Chapter 1A: pgs 27-37 (MLO 2.2.1 – 2.2.5)

Module # and Title	Course Learning Outcomes (CLOs)	Module Learning Outcomes (MLOs)	Assessments and Rubrics	Activities: Learner Interaction & Engagement	Instructional Materials
		<ul style="list-style-type: none"> 2.2.4 Identify campus resources for supporting a healthy lifestyle. (HLC3, CSC3, CSC4) 2.2.5 Explore issues pertaining to health care costs including health insurance. (HLC3, CSC2, CSC3) 			
Module 3 3.1 Stress	HLC1 HLC2 HLC3 CSC1 CSC2 CSC3 CSC4	After successful completion of the module, the student will be able to: <ul style="list-style-type: none"> 3.1.1 Explain what stress is and how people react to it – physically, emotionally and behaviorally. (HLC1, CSC1, CSC3) 3.1.2 Describe how stress impacts health. (HLC1, CSC1, CSC2, CSC3) 3.1.3 List common sources of stress for college students, including financial stressors. (HLC1, CSC1, CSC2, CSC3) 3.1.4 Describe techniques for preventing and managing stress, including campus resources. (HLC2, HLC3, CSC3, CSC4) 	Formative Assessment: Quiz (5 questions) (MLO 3.1.1 – 3.1.4) Journal Assignment Rubric: Journal Rubric (MLO 3.1.4)	H5P Practice Quiz (not graded) (MLO 3.1.1 – 3.1.4)	Video Lesson (MLO 3.1.1 – 3.1.4) Assigned Reading Chapter 3: pgs. 79 – 101 (MLO 3.1.1 – 3.1.4)
3.2 Psychological Health	HLC1 HLC2 HLC3 CSC1 CSC3 CSC4	After successful completion of the module, the student will be able to: <ul style="list-style-type: none"> 3.2.1 Describe what it means to be psychologically healthy. (HLC3, CSC1, CSC3) 3.2.2 Explain how to develop and maintain a healthy self-esteem and self-efficacy. (HLC2, HLC3, CSC1, CSC3) 3.2.3 Describe how positive mental health impacts overall health. (HLC1, HLC3, CSC1, CSC3) 3.2.4 Identify resources on campus for promoting positive mental health. (HLC3, CSC3, CSC4) 	Formative Assessment: Quiz (5 questions) (MLO 3.2.1 – 3.2.4) Journal Assignment Rubric: Journal Rubric (MLO 3.2.2)	H5P Practice Quiz (not graded) (MLO 3.2.1 – 3.2.4)	Video Lesson (MLO 3.2.1 – 3.2.4) Assigned Reading Chapter 2: pgs. 40 – 49 Chapter 2A: pgs. 67 – 76 (MLO 3.2.1 – 3.2.4)
Module 4 4.1 Mental Health Conditions	HLC2 HLC3 CSC1 CSC2 CSC3 CSC4	After successful completion of the module, the student will be able to: <ul style="list-style-type: none"> 4.1.1 Describe common psychological disorders (anxiety and depression). (CSC2, CSC3) 4.1.2 Recognize the warning signs of being psychologically unhealthy and how to help themselves or seek treatment on campus. (HLC2, HLC3, CSC1, CSC2, CSC3, CSC4) 4.1.3 Identify campus resources to address mental health issues. (HLC3, CSC3, CSC4) 	Formative Assessment: Quiz (5 questions) (MLO 4.1.1 – 4.1.3) Journal Assignment Rubric: Journal Rubric (MLO 4.1.2)	H5P Practice Quiz (not graded) (MLO 4.1.1 – 4.1.3)	Video Lesson (MLO 4.1.1 – 4.1.3) Assigned Reading Chapter 2: pgs. 49 – 62 (MLO 4.1.1 – 4.1.3)

Module # and Title	Course Learning Outcomes (CLOs)	Module Learning Outcomes (MLOs)	Assessments and Rubrics	Activities: Learner Interaction & Engagement	Instructional Materials
4.2 Addictions	HLC1 HLC3 CSC1 CSC2 CSC3	<p>After successful completion of the module, the student will be able to:</p> <ul style="list-style-type: none"> 4.2.1 Explain factors contributing to drug use and dependence. (HLC1, CSC1, CSC2, CSC3) 4.2.2 List the major categories of psychoactive drugs and describe their effects, methods of use and potential for abuse and dependence. (CSC2, CSC3) 4.2.3 Discuss social issues related to psychoactive drug use and its prevention and treatment. (HLC3, CSC2, CSC3) 4.2.4 Describe the impact of illicit drug use on college life. (HLC1, CSC2, CSC3) 4.2.5 Describe the social, psychological, and financial impact of addiction on college life. (HLC1, CSC1, CSC2, CSC3) 	<p>Formative Assessment: Quiz (5 questions) (MLO 4.2.1 – 4.2.5)</p> <p>Journal Assignment Rubric: Journal Rubric (MLO 4.2.5)</p>	<p>H5P Practice Quiz (not graded) (MLO 4.2.1 – 4.2.5)</p>	<p>Video Lesson (MLO 4.2.1 – 4.2.5)</p> <p>Assigned Reading Chapter 8: pgs. 222 – 250 (MLO 4.2.1 – 4.2.5)</p>
Module 5 5.1 Unit 1 Test			<p>Summative Assessment: Unit 1 Test (50 questions) Chapters 1, 2, 2A, 3, 5, 8, 9 (MLO 1.1.1 – 4.2.5)</p>		
5.2 Financial Wellness	HLC2 HLC3 CSC1 CSC2 CSC3	<p>After successful completion of the module, the student will be able to:</p> <ul style="list-style-type: none"> 5.2.1 Discuss the relationship between financial health and your physical, mental and social well-being. (HLC3, CSC1, CSC2, CSC3) 5.2.2 Differentiate between a need and a want. (HLC3, CSC3) 5.2.3 Explain why a personal budget is an important component of financial health. (HLC3, CSC3) 5.2.4 List ways to control personal debt. (HLC2, HLC3, CSC3) 5.2.5 Identify some strategies for achieving personal financial security and growing wealth. (HLC2, HLC3, CSC3) 	<p>Formative Assessment: Quiz (5 questions) (MLO 5.2.1 – 5.2.5)</p> <p>Journal Assignment Rubric: Journal Rubric (MLO 5.2.1 & 5.2.3)</p>	<p>H5P Crossword (not graded) (MLO 5.2.2 – 5.2.5)</p>	<p>H5P Budget Tips Accordion and Video Lesson (MLO 5.2.1 – 5.2.5)</p> <p>H5P Budget Tips (MLO 5.2.2 – 5.2.5)</p>
Module 6 6.1 Infectious Diseases	HLC2 HLC3 CSC3	<p>After successful completion of the module, the student will be able to:</p> <ul style="list-style-type: none"> 6.1.1 Define infectious communicable disease. (CSC3) 6.1.2 Define and describe the six pathogens. (CSC3) 6.1.3 Describe the stages of infection. (CSC3) 6.1.4 Discuss the body's defenses against infection – physical, chemical and cellular. (CSC3) 	<p>Formative Assessment: Quiz (5 questions) (MLO 6.1.1 – 6.1.5)</p> <p>Journal Assignment Rubric: Journal Rubric (MLO 6.1.5)</p>	<p>H5P Practice Quiz (not graded) (MLO 6.1.1 – 6.1.5)</p>	<p>Video Lesson (MLO 6.1.1 – 6.1.5)</p> <p>Assigned Reading Chapter 14: pgs. 422 – 441 (MLO 6.1.1 – 6.1.5)</p>

Module # and Title	Course Learning Outcomes (CLOs)	Module Learning Outcomes (MLOs)	Assessments and Rubrics	Activities: Learner Interaction & Engagement	Instructional Materials
		<ul style="list-style-type: none"> 6.1.5 Discuss strategies to reduce the risk of contracting infectious diseases. (HLC2, HLC3, CSC3) 			
6.2 Cardiovascular Disease	HLC1 HLC2 HLC3 CSC2 CSC3	<p>After successful completion of the module, the student will be able to:</p> <ul style="list-style-type: none"> 6.2.1 Describe how the heart functions. (CSC3) 6.2.2 Define cardiovascular disease and explain its cause, prevention and treatment. (HLC2, HLC3, CSC2, CSC3) 6.2.3 List and explain the controllable (e.g. tobacco use, lack of exercise) and uncontrollable risk factors associated with cardiovascular disease. (HLC1, CSC2, CSC3) 6.2.4 Identify strategies college students can adopt now to reduce their risk of developing CVD. (HLC2, HLC3, CSC3) 	<p>Formative Assessment: Quiz (5 questions) (MLO 6.2.1 – 6.2.4)</p> <p>Journal Assignment Rubric: Journal Rubric (MLO 6.2.4)</p>	H5P Practice Quiz (not graded) (MLO 6.2.1 – 6.2.4)	<p>Video Lesson (MLO 6.2.1 – 6.2.4)</p> <p>Assigned Reading Chapter 13: pgs. 378 – 392 Chapter: 13A: pgs. 410 – 419 Chapter 9: pgs. 276 – 281 (MLO 6.2.1 – 6.2.4)</p>
Module 7 7.1 Cancer	HLC2 HLC3 CSC2 CSC3	<p>After successful completion of the module, the student will be able to:</p> <ul style="list-style-type: none"> 7.1.1 Explain what cancer is and how it spreads. (CSC2, CSC3) 7.2 List and describe common cancers – their risk factors (e.g. tobacco use, sun exposure), signs and symptoms, treatments, and approaches to prevention. (HLC2, HLC3, CSC2, CSC3) 7.1.3 List specific actions that can be taken to lower risk of CVD and Cancer. (HLC2, HLC3, CSC3) 7.1.4 Identify cancer types that are more prevalent in the college aged population (skin, testicular, cervical) and ways to reduce risks. (HLC2, CSC3) 	<p>Formative Assessment: Quiz (5 questions) (MLO 7.1.1 – 7.1.4)</p> <p>Journal Assignment Rubric: Journal Rubric (MLO 7.1.3)</p>	H5P Practice Quiz (not graded) (MLO 7.1.1 – 7.1.4)	<p>Video Lesson (MLO 7.1.1 – 7.1.4)</p> <p>Assigned Reading Chapter 13: pgs. 393 – 404 (MLO 7.1.1 – 7.1.4)</p>
7.2 Weight Management & Eating Disorders	HLC2 HLC3 CSC2 CSC3 CSC4	<p>After successful completion of the module, the student will be able to:</p> <ul style="list-style-type: none"> 7.2.1 Explain the health risks associated with being overweight. (CSC2, CSC3) 7.2.2 Describe techniques for managing weight. (HLC2, HLC3, CSC3) 7.2.3 Explain the benefits of physical activity and exercise for weight management. (HLC3, CSC3) 	<p>Formative Assessment: Quiz (5 questions) (MLO 7.2.1 – 7.2.7)</p> <p>Journal Assignment Rubric: Journal Rubric (MLO 7.2.2)</p>	H5P Practice Quiz (not graded) (MLO 7.2.1 – 7.2.7)	<p>Video Lesson (MLO 7.2.1 – 7.2.7)</p> <p>Assigned Reading Chapter 11: pgs. 316 – 335 Chapter 11A: pgs. 340 – 349 Chapter 12: pgs. 352 –</p>

Module # and Title	Course Learning Outcomes (CLOs)	Module Learning Outcomes (MLOs)	Assessments and Rubrics	Activities: Learner Interaction & Engagement	Instructional Materials
		<ul style="list-style-type: none"> 7.2.4 Discuss the symptoms and consequences of disordered eating. (CSC2, CSC3) 7.2.5 Identify and describe symptoms of the eating disorders anorexia and bulimia. (CSC2, CSC3) 7.2.6 Identify the health risks associated with eating disorders. (CSC2, CSC3) 7.2.7 Identify campus resources for eating disorders and disordered eating. (HLC3, CSC3, CSC4) 			371 (MLO 7.2.1 – 7.2.7)
Module 8 8.1 Healthy Eating	HLC2 CSC3 CSC4	<p>After successful completion of the module, the student will be able to:</p> <ul style="list-style-type: none"> 8.1.1 List the essential nutrients and describe the functions they perform in the body. (CSC3) 8.1.2 Describe the guidelines developed to help people choose a healthy diet, avoid nutritional deficiencies, and reduce their risk of diet related chronic diseases. (CSC3) 8.1.3 Explain how to use food labels and other consumer tools to healthy food choices. (HLC2, HLC3, CSC3) 8.1.4 Develop strategies for eating healthy at ECU. (HLC3, CSC3, CSC4) 	<p>Formative Assessment: Quiz (5 questions) (MLO 8.1.1 – 8.1.4)</p> <p>Journal Assignment Rubric: Journal Rubric (MLO 8.1.3 & 8.1.4)</p>	H5P Practice Quiz (not graded) (MLO 8.1.1 – 8.1.4)	<p>Video Lesson (MLO 8.1.1 – 8.1.4)</p> <p>Assigned Reading Chapter 10: pgs. 287 – 311 Chapter 12: pgs. 370 – 37 (MLO 8.1.1 – 8.1.4)</p>
8.2 Sleep	HLC1 HLC2 HLC3 CSC2 CSC3	<p>After successful completion of the module, the student will be able to:</p> <ul style="list-style-type: none"> 8.2.1 Describe how sleep impacts health. (HLC1, CSC2, CSC3) 8.2.2 Explain the structure and cycles of sleep. (CSC3) 8.2.3 Identify common sleep disorders. (CSC2, CSC3) 8.2.4 Describe steps college students can take to enhance sleep quality. (HLC2, HLC3, CSC3) 	<p>Formative Assessment: Quiz (5 questions) (MLO 8.2.1 – 8.2.4)</p> <p>Journal Assignment Rubric: Journal Rubric (MLO 8.2.4)</p>	H5P Practice Quiz (not graded) (MLO 8.2.1 – 8.2.4)	<p>Video Lesson (MLO 8.2.1 – 8.2.4)</p> <p>Assigned Reading Chapter 4: pgs. 107 – 12 (MLO 8.2.1 – 8.2.4)</p>
Module 9 9.1 Unit 2 Test	HLC1 HLC2 HLC3 CSC1 CSC2 CSC3 CSC4		<p>Summative Assessment: Unit 2 (50 questions) Chapters 4, 10 – 14 (MLO 5.2.1 – 8.2.4)</p>		

Module # and Title	Course Learning Outcomes (CLOs)	Module Learning Outcomes (MLOs)	Assessments and Rubrics	Activities: Learner Interaction & Engagement	Instructional Materials
9.2 Communication & Relationships	HLC1 HLC3 CSC1 CSC3	<p>After successful completion of the module, the student will be able to:</p> <ul style="list-style-type: none"> 9.2.1 Explain qualities of healthy intimate relationships. (CSC3) 9.2.2 Identify characteristics of different types of love relationships and how they change over time. (HLC1, CSC1, CSC3) 9.2.3 Explain elements of effective communication in relationships. (HLC3, CSC3) 	<p>Formative Assessment: Quiz (5 questions) (MLO 9.2.1 – 9.2.3)</p> <p>Journal Assignment Rubric: Journal Rubric (MLO 9.2.1 & 9.2.3)</p>	H5P Practice Quiz (not graded) (MLO 9.2.1 – 9.2.3)	<p>Video Lesson (MLO 9.2.1 – 9.2.3)</p> <p>Assigned Reading Chapter 6: pgs. 154 – 164 (MLO 9.2.1 – 9.2.3)</p>
Module 10 10.1 Healthy vs. Unhealthy Relationships	HLC2 HLC3 CSC3	<p>After successful completion of the module, the student will be able to:</p> <ul style="list-style-type: none"> 10.1.1 Discuss ways to initiate a conversation with a partner regarding relationship issues. (HLC2, HLC3, CSC3) 10.1.2 Identify personal boundaries between you and a partner. (HLC3, CSC3) 	<p>Formative Assessment: Quiz (5 questions) (MLO 10.1.1 & 10.1.2)</p> <p>Journal Assignment Rubric: Journal Rubric (MLO 10.1.1 & 10.1.2)</p>	H5P Practice Quiz (not graded) (MLO 10.1.1 & 10.1.2)	<p>Video Lesson (MLO 10.1.1 & 10.1.2)</p> <p>Assigned Reading Chapter 6: pgs. 164 – 168 (MLO 10.1.1 & 10.1.2)</p>
10.2 Abusive Relationships	HLC1 HLC2 HLC3 CSC2 CSC3 CSC4	<p>After successful completion of the module, the student will be able to:</p> <ul style="list-style-type: none"> 10.2.1 Define sexual assault and intimate partner violence. (CSC2, CSC3) 10.2.2 Discuss socio-cultural impact of sexual assault and intimate partner violence. (HLC1, CSC2, CSC3) 10.2.3 Describe factors that contribute to intimate partner violence. (HLC1, CSC2, CSC3) 10.2.4 Describe strategies to reduce risk of sexual assault and intimate partner violence. (HLC2, HLC3, CSC3) 10.2.5 Identify campus resources for victims. (HLC3, CSC3, CSC4) 	<p>Formative Assessment: Quiz (5 questions) (MLO 10.2.1 – 10.2.5)</p> <p>Journal Assignment Rubric: Journal Rubric (MLO 10.2.4)</p>	H5P Practice Quiz (not graded) (MLO 10.2.1 – 10.2.5)	<p>Video Lesson (MLO 10.2.1 – 10.2.5)</p> <p>Assigned Reading Chapter 5: pgs. 133 – 143 (MLO 10.2.1 – 10.2.5)</p>
Module 11 11.1 Introduction to Sexuality	HLC2 HLC3 CSC3 CSC4	<p>After successful completion of the module, the student will be able to:</p> <ul style="list-style-type: none"> 11.1.1 Describe strategies for responsible sexual behavior and risk reduction. (HLC2, HLC3, CSC3) 11.1.2 Identify campus resources for promoting sexual health. (HLC3, CSC3, CSC4) 	<p>Formative Assessment: Quiz (5 questions) (MLO 11.1.1 & 11.1.2)</p> <p>Journal Assignment Rubric: Journal Rubric (MLO 11.1.1)</p>	H5P Practice Quiz (not graded) (MLO 11.1.1 & 11.1.2)	<p>Video Lesson (MLO 11.1.1 & 11.1.2)</p> <p>Assigned Reading Chapter 6A: pgs. 174 – 177 (MLO 11.1.1 & 11.1.2)</p>

Module # and Title	Course Learning Outcomes (CLOs)	Module Learning Outcomes (MLOs)	Assessments and Rubrics	Activities: Learner Interaction & Engagement	Instructional Materials
11.2 Sexual Anatomy & Response	HLC1 HLC3 CSC1 CSC3	<p>After successful completion of the module, the student will be able to:</p> <ul style="list-style-type: none"> • 11.2.1 Describe the structure and function of the female and male reproductive systems. (CSC3) • 11.2.2 Describe the process of conception. (CSC3) • 11.2.3 Describe the woman's physical and emotional changes occurring during pregnancy. (CSC1, CSC3) • 11.2.4 Describe the stages of fetal development. (CSC3) • 11.2.5 List the important components of good prenatal care. (HLC1, HLC3, CSC3) 	<p>Formative Assessment: Quiz (5 questions) (MLO 11.2.1 – 11.2.5)</p> <p>Journal Assignment Rubric: Journal Rubric (MLO 11.2.1)</p>	<p>H5P Practice Quiz (not graded) (MLO 11.2.1 – 11.2.5)</p>	<p>Video Lesson (MLO 11.2.1 – 11.2.5)</p> <p>Assigned Reading Chapter 6A: pgs. 177 – 182 Chapter 7: pgs. 208 – 213 (MLO 11.2.1 – 11.2.5)</p>
Module 12 12.1 Contraception	HLC1 HLC2 HLC3 CSC1 CSC3	<p>After successful completion of the module, the student will be able to:</p> <ul style="list-style-type: none"> • 12.1.1 List popular contraceptives, and discuss their advantages, disadvantages, and effectiveness. (CSC3) • 12.1.2 Identify barrier and chemical contraceptives. (CSC3) • 12.1.3 Evaluate information about a contraceptive method's effectiveness, risk, and benefits. (HLC2, HLC3, CSC3) • 12.1.4 Discuss the importance of choosing a method of contraception based on cost, user needs, safety and effectiveness. (HLC1, HLC3, CSC1, CSC3) 	<p>Formative Assessment: Quiz (5 questions) (MLO 12.1.1 – 12.1.4)</p> <p>Journal Assignment Rubric: Journal Rubric (MLO 12.1.3 & 12.1.4)</p>	<p>H5P Practice Quiz (not graded) (MLO 12.1.1 – 12.1.4)</p>	<p>Video Lesson (MLO 12.1.1 – 12.1.4)</p> <p>Assigned Reading Chapter 7: pgs. 190 – 208 (MLO 12.1.1 – 12.1.4)</p>
12.2 Protecting Yourself from STIs	HLC1 HLC2 HLC3 CSC2 CSC3 CSC4	<p>After successful completion of the module, the student will be able to:</p> <ul style="list-style-type: none"> • 12.2.1 Discuss the prevalence and impact of STIs in our society. (HLC1, CSC3) • 12.2.2 Identify prevalent STIs among college aged population. (CSC2, CSC3) • 12.2.3 Explain how STIs are transmitted, diagnosed and treated. (HLC2, HLC3, CSC3) • 12.2.4 Discuss steps students can take to prevent infection. (HLC2, HLC3, CSC3) • 12.2.5 Identify resources on campus for diagnosis and treatment of STIs. (HLC3, CSC3, CSC4) • 12.2.6 Discuss the prohibitive cost of STI testing on campus and financial impact on students. (HLC3, CSC2, CSC3) 	<p>Formative Assessment: Quiz (5 questions) (MLO 12.2.1 – 12.2.6)</p> <p>Journal Assignment Rubric: Journal Rubric (MLO 12.2.4)</p>	<p>H5P Practice Quiz (not graded) (MLO 12.2.1 – 12.2.6)</p>	<p>Video Lesson (MLO 12.2.1 – 12.2.6)</p> <p>Assigned Reading Chapter 14: pgs. 441 – 452 (MLO 12.2.1 – 12.2.6)</p>

Module # and Title	Course Learning Outcomes (CLOs)	Module Learning Outcomes (MLOs)	Assessments and Rubrics	Activities: Learner Interaction & Engagement	Instructional Materials
Module 13 13.1 Sexual Expression & Behavior	HLC2 HLC3 CSC3 CSC4	<p>After successful completion of the module, the student will be able to:</p> <ul style="list-style-type: none"> 13.1.1 Describe strategies for responsible sexual behavior and risk reduction. (HLC2, HLC3, CSC3) 13.1.2 Identify campus resources for promoting sexual health. (HLC3, CSC3, CSC4) 	<p>Formative Assessment: Quiz (5 questions) (MLO 13.1.1 & 13.1.2)</p> <p>Journal Assignment Rubric: Journal Rubric (MLO 13.1.1)</p>	<p>H5P Practice Quiz (not graded) (MLO 13.1.1 & 13.1.2)</p>	<p>Video Lesson (MLO 13.1.1 & 13.1.2)</p> <p>Assigned Reading Chapter 6A: pgs. 183 – 186 (MLO 13.1.1 & 13.1.2)</p>
13.2	HLC1 HLC2 HLC3 CSC1 CSC2 CSC3 CSC4		<p>Summative Assessment: Personal Growth Reflection Project First Submission Rubric: Personal Growth Project First Submission</p>		
Module 14	HLC1 HLC2 HLC3 CSC1 CSC2 CSC3 CSC4		<p>Summative Assessment: Personal Growth Reflection Project Final Submission Rubric: Personal Growth Project Final Submission</p>		
Module 15	HLC1 HLC2 HLC3 CSC1 CSC2 CSC3 CSC4		<p>Summative Assessment: Unit 3 Test (50 questions) Chapters 5 – 7, 14 (MLO 9.2.1 – 13.1.1)</p>		