



HS-121: FUNDAMENTALS OF HEALTHFUL LIVING

Effective Term

Fall 2025

BOT Approval Date

01/16/2025

Discipline

HS - Health Science

Course Number

121

Course Title

Fundamentals of Healthful Living

Short Title

Healthful Living

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

C-ID (Admin Only)

C-ID PHS 100

Catalog Description

This course offers a comprehensive overview of human health from a multidimensional perspective, which includes physical, psychological, social, spiritual, intellectual, and environmental health. It provides students with an opportunity to learn about the maintenance and improvement of their health and wellness. Topics include psychological health/problems, stress management, physical fitness, nutrition, substance use and abuse, infectious/non infectious diseases, cancer, cardiovascular disease, reproductive health, relationships, human sexuality, and health/wellness related to the human lifecycle and environmental health issues.

Codes

TOP Code (CB 03)

0837.00 - Health Education

CIP Code

34.0103 - Personal Health Improvement and Maintenance.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

GE Information

Check GE Types Requested

AA/AS E - Lifelong Learning and Self-Development

Learning Objectives

Learning Objectives

Learning Objective

1. Differentiate between personal and public health, and describe the six dimensions of wellness (physical, emotional, intellectual, social, spiritual, and environmental) and their interrelationship.

2. Analyze and evaluate the impact of stress and mental health on overall wellness and disease prevention, taking into consideration the differences among the various demographic groups.
3. Identify and apply the principles of physical fitness in exercise programs by analyzing the dietary recommendations to meal planning for proper weight control and disease prevention.
4. Apply dietary recommendations to meal planning for proper weight control and disease prevention, while taking into account the variations in cultural practices.
5. Analyze and reflect on health issues that relate to sexuality, parenthood, and relationships and analyze preventative measures to reduce infectious and chronic diseases, unintended pregnancies, accidents, and the abuse of controlled substances among the various demographic groups.
6. Develop an awareness of current environmental health and safety concerns, which includes variables from the various demographic groups.
7. Evaluate and analyze lifestyle choices from a perspective of wellness and develop an action plan to optimize health.
8. Analyze the interrelatedness of eating disorders and body image, and the impact of the media.
9. Analyze and describe the role of substance-abuse, misuse, and abuse in our society and its impact on the individual, family, community, economy, and social structure.
10. Identify and analyze common practices and attitudes that may contribute to both intentional and unintentional injuries on a personal and community level, and discuss strategies that would reduce their occurrences.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will correctly identify the grams of fat per an individual serving of food by reviewing information published on a food manufacturer's food label.
2. Students will correctly identify whether an individual's blood pressure readings are within acceptable norms.
3. Students will describe at least three negative health consequences associated with the habitual use of marijuana.

Program Learning Outcomes

Learning Outcome

1. Students will demonstrate an understanding of the impact of lifestyle behaviors on human health and wellness
2. Students will evaluate their own dietary and exercise patterns
3. Students will effectively communicate how lifestyle behaviors affect various disease states
4. Students will develop a plan to help meet their own personal health and wellness goals

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Scientific Awareness: The student will apply the scientific method of inquiry to assess potential solutions for real-life challenges by employing science-based knowledge and methodologies in daily life.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Content

Course Lecture Content

1. Health is multidimensional, dynamic and interconnected. Dimensions and Variables:
 - a. Personal versus public health
 - b. Personal responsibility

- c. Personal values
 - d. Public/community health
 - e. Physical
 - f. Emotional
 - g. Intellectual
 - h. Social
 - i. Spiritual
 - j. Environmental
1. Psychological Health:
 - a. Differences in temperament types
 - b. Strengths and weaknesses of the different temperaments
 - c. Factors that influence psychological health and psychological illness Identify factors that contribute to each
 - d. Organic and environmental causes of psychological illness and appropriate treatments for each
 - e. Causes of eustress and distress
 - f. Appropriate coping mechanisms to deal with stress
 - g. Stress reduction techniques
 - h. Body Image and eating disorders
 - i. Media Influences
 2. Physical Health
 - a. Scientific principles of physical fitness
 - b. Exercise programs
 - c. Personal exercise regimen
 - d. Scientific principles of a nutrient dense and energy sufficient diet
 - e. Dietary plan
 - f. Develop strategies to maintain a healthy body weight
 - g. Factors that contribute to the development of cancer and other chronic conditions
 - h. Identify factors that are instrumental in the progression of cardiovascular disease
 - i. Strategies to slow the progression of CVD while reducing the risks associated with CVD
 - j. Strategies to promote immunity from infectious/communicable diseases and prevent infections
 - k. Arguments related to immunizations
 - l. Life style choices and inheritable risk factors associated with non-infectious diseases
 - m. Violence: stimuli, occurrences, preventative measures.
 3. Intellectual Health
 - a. Strategies to improve cognitive ability Identify risk factors associated with the use of psychoactive drugs
 - b. Strategy for abstinence or responsible consumption of psychoactive drugs, alcohol and tobacco
 - c. Health risks associated with various ways in which individuals consume over-the-counter, prescription and illicit drugs, alcohol and tobacco products
 - d. Strategies to eliminate or minimize exposure to the risks associated with psychoactive drug use, including alcohol and tobacco consumption
 4. Social Health
 - a. Factors influencing human sexuality including anatomical structures and physiological roles of the male and female reproductive systems
 - b. Dynamics of human relationships, sexuality, and how they influence procreation of the human species
 - c. Responsibilities associated with sexual activity including STI contraction or transmission, pregnancy and family formation
 - d. Strategies for effective birth control to prevent an unwanted pregnancy or the contraction or transmission of an STI
 5. Spiritual Health
 - a. Individual purpose
 - b. Role values formation and purpose
 - c. Personal values influence on decision making
 - d. The aging process
 - e. Different stages of the human lifecycle
 - f. Effective communication strategies for dealing with death and the grieving process
 6. Environmental Health
 - a. Valid and reliable sources of information related to public health issues
 - i. Legislation taken to address marginalized communities at higher risk for exposure to toxic chemicals/pollutants.

- b. Strategy to be a responsible consumer of goods and services
 - c. Choices that contribute to a healthy environment
 - d. Substance Use, Abuse, misuse and addiction.
 - i. vaping, alcohol, tobacco, other substances
7. Healthcare Current systems
- a. Inequities and discrepancies
 - i. Factors contributing to inequalities and solutions
 - ii. Race, gender, socioeconomic variables
 - b. Health and Wellness Information
 - i. Credible versus non-credible sources

Methods of Instruction

Method

Discussion

Integration

Class discussions will afford students an opportunity to share personal experiences related to the content area and to reach conclusions after analysis of a problem/subject. This may also be accomplished as collaborative learning groups, cooperatively exchanging experiences, reaching conclusions, and developing a future group presentation. Discussions will also address cultural variables/beliefs that may impact the approach towards obtaining overall optimal wellness.

DE Adaptations for MOI

Class discussions will focus on the impact that dietary choices and habits have on human health and wellness, as well as the validity of nutrition recommendations, taking into consideration cultural beliefs and values. Class discussion will be accomplished through the use of discussion forums in the CMS.

Discussions can be adapted via accessible virtual chat or using built-in features of a course management system. Student to student interactions will be facilitated using thematic discussion boards, peer review, and group assignments. Student to instructor discussions can be facilitated via email or within the comment section of assignment submission. Class participation in discussions will encourage additional comprehension of the course material and allow students to examine and describe the components of healthful dietary choices and their impact of maintaining optimal wellness. Discussion exercises will encourage students to work together to identify how external and internal factors can influence balanced nutritional choices that also adhere to cultural beliefs and norms. This will be accomplished through regular use of the discussion area in CMS, or through the use of chat, conversations, or group features whereby accessibility requirements will be met.

Method

Lecture

Integration

Lectures will be organized sequentially and instruct students in the terminology and concepts relevant to health science. Lecture materials will emphasize the anatomy and physiology of body systems and relate current data, and research in the fields of psychological and physical wellness, nutrition and physical fitness, the use and abuse of drugs, tobacco, and alcohol, the causes and consequences of disease, the sexual maturation cycle from conception to adulthood, contraceptive devices and the effects of aging on human health. Spiritual and environmental health will also be discussed and will focus on how cultural and demographic variables impact these beliefs and practices.

DE Adaptations for MOI

Online lectures and discussions will be accomplished using instructor prepared web based lectures, annotated presentation software, interactive animations, and links to appropriate web sites.

Lectures can be delivered synchronously through accessible video conferencing software or asynchronously through the CMS. Presentation materials such as accessible digital slide presentations, closed caption videos, or links to external articles may be incorporated to supplement lectures and made available to students within the CMS. E-lectures will be accessible via each module/unit section using both written and multi-media resources such as short films. Students will access these in-class e-lectures through the weekly modules, which are supported by the weekly content, via CMS, whereby all accessibility requirements will be met.

Method

In-class Exercises

Integration

Students will work in collaborative learning groups to share personal experiences related to the content area and/or cooperatively reach conclusions after analysis of a problem/subject. Additional collaborative learning will also evaluate and assess issues such as current environmental health concerns, substance abuse and misuse within our society, and common attitudes and practices that may contribute to both intentional and unintentional injuries. Several public health topics may require more personal reflection (i.e. weight management, cultural impacts, environmental influences on emotional and spiritual wellness) and can therefore take place in the form of an individual assignment (i.e. journal entries) that will be submitted via the Canvas Inbox or faculty email by the end of that specified module due date.

DE Adaptations for MOI

In lieu of "in-class exercises", students will work in collaborative learning groups, within the CMS, to share personal experiences related to the content area and/or cooperatively reach conclusions after analysis of a problem/subject. Groups may utilize discussions forums and/or wikis to house their discussions. Some topics may require more personal reflection (i.e. weight management, cultural impacts, environmental influences on emotional and spiritual wellness) and can therefore take place in the form of an individual assignment within the CMS. This assignment will be assessed in the form of a discussion question followed by the submission of a journal to the assignment portion of the CMS. Additionally, students will access these in-class exercises through the virtual discussion boards and supported by the weekly content, via CMS, and all accessibility requirements will be met.

Method

Reading

Integration

Chapter readings and external readings from the internet will be used to research information to contribute to discussions. Information researched on the internet will be evaluated against current research published in reputable scientific journals that use the scientific method to conduct research and draw conclusions regarding public health and wellness. Content will include analyzing the impact of stress on overall physical and mental health wellness. Additionally, students will need to better understand some of the lifestyle choices that impact individuals on the health wellness/illness continuum.

DE Adaptations for MOI

For students taking the course via DE, materials will be accessible via the course CMS and integrated into the weekly E-Lectures. Mastery of the unit content will be evaluated via the discussion board utilizing unit quizzes and exams. Students will also be encouraged to present research on their own when replying to discussion topic questions whether that be in a synchronous or asynchronous manner within the CMS based on the feedback that students are providing in the written discussion boards and progress of their quizzes and exams. Students will access these readings through the weekly modules via the CMS, whereby all accessibility requirements will be met.

Methods of Evaluation

Method

Exams/Tests

Integration

Summative assessments will include students completing comprehensive, criterion referenced tests to evaluate their understanding of the subject matter after each of the units studied. The testing methods may include subjective and objective style questions. Test questions will include short answer essays, fill in the blanks, multiple choice, mix and match, and true or false options. Exams will focus on course content which includes, but not limited to, multidimensional health variables such as physical, emotional, intellectual, and social health. Exams/tests will also focus on environmental and health care delivery systems, including the inequities and discrepancies, and credible versus non-credible sources.

DE Adaptations for MOE

Exams and/or tests administered fully online will be administered, graded, and evaluated through CMS. Exams will be submitted to the online grading system within the CMS. Exams will be graded and evaluated based on accuracy and completeness. Students will receive feedback within 1 week, via the grade book, chat, or other accessible conferencing tools. Access of each exam/test will be via each weekly module/unit throughout the length of the course, ensuring that accessibility requirements are met.

Method**Quizzes****Integration**

At the completion of each module, formative assessments will include students taking quizzes for individual topics within a unit to assess their comprehension of the subject matter. The testing methods may include subjective and objective style questions. The student will be able to retake each quiz a maximum of two times. Content to be evaluated within each quiz may include, but not limited to, scientific principles of nutrient density and energy needs, sufficiency of foods, strategies to maintain healthy body weight, lifestyle choices, and inheritable risk factors associated with non-infectious diseases.

DE Adaptations for MOE

Quizzes will be administered in an equitable fashion in true or false, multiple choice, fill-in-the-blanks, and short answers questions. Quizzes will be submitted to the online grading system within the CMS. Students will receive feedback within 1 week via the grade book, chat, or other accessible conferencing tools. Each module quiz will be accessible to students upon their completion of the module/unit content. This will be carried through on a weekly basis within each module/unit of the CMS, while ensuring that all accessibility requirements are met.

Method**Research Projects****Integration**

Research papers will be used to evaluate course content. Some of the content to be addressed in these papers will include (but not limited to) an overview of the healthcare delivery systems, public health and discrepancies among the various demographic groups, substance use and misuse within society. Research papers will be closely evaluated to assess how students are mastering the content areas of communicable and chronic diseases, and distinguishing on how preventative health affects the risk of future disease processes. Additional research projects will focus on student understanding of community resources that support holistic health.

Research paper to be formatted as per the requirements of the faculty member, whether that be APA or MLA.

DE Adaptations for MOE

Individual and/or group research projects will be assigned and submitted through the course management system (CMS). Students can communicate with peers and the instructor through the discussion boards and inbox of the CMS. The student will also be evaluated on their writing skill as well as their adherence to the format, as requested by the faculty member, in their completed research assignment. Students may be required to present their results through the creation of a slide presentation, a written report, or a live video conference that meet accessibility requirements, and the presentations may be made available to the entire class, with student approval, through the CMS. Research projects will be submitted via the CMS to allow for feedback and grading by the instructor. Feedback will be provided no later than 2 weeks, either through comments posted on the assignment or within an accompanying rubric. The research projects will be made available to students during the first half of the course. The project information will be accessible via the second module/unit of the course and the students will have until the fourth module/unit to complete this project, while ensuring that all accessibility requirements are met.

Method**Class Work****Integration**

Class work will be assigned to evaluate how students are understanding specific public health issues and variables that impact physical and emotional health and well-being. Evaluation will focus on the student's verbal and written ability to relate environmental, including cultural health practices and their impact on holistic health. Class work will continue to be focused on each of the weekly modules which will address content areas such as cardiovascular health, respiratory health, neurological health, immunology, communicable diseases, and the wellness/illness continuum.

DE Adaptations for MOE

In lieu of in class work, students' participation and discussion regarding assigned problems/clients and participation and discussion related to viewed films will be evaluated within the CMS. A rubric will be utilized to assess whether student discussion posts and word count requirements have been met.

Students can communicate with peers and the instructor through the discussion boards and inbox of the CMS. The student will also be evaluated on their writing skill as well as their adherence to the assigned formatting in their completed research assignment.

Students may be required to present their results through the creation of a slide presentation, a written report, or a live video conference. The presentations may be made available to the entire class, with student approval, through the CMS. Research projects will be submitted via the CMS to allow for feedback and grading by the instructor. Feedback will be provided no later than 2 weeks, either through comments posted on the assignment or within an accompanying rubric. These assignments will be made available in each weekly module/unit of the CMS while ensuring that all accessibility requirements are met.

Assignments

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Watch the following video regarding fad diets:

<https://www.youtube.com/watch?v=8V15Z-yyiVg>

Answer four of the following questions:

1. Why do you think people keep falling for fad diets?
2. How are these diets promoted?
3. What is it about them that makes your diet appealing?
4. Which fad have you heard of or even tried?
5. What is being done to support emotional and spiritual health in these fad diets?
6. How are these fad diets addressing the diversity of our population and the cultural needs of individuals?
7. Is there one solution or approach that can address holistic wellness with these diets?

Be sure to include at least two references from your research in your response.

How assignment will be adapted in online format

The assignment will be assigned, submitted, and graded through the course management system (CMS). The assignment that is selected will be made available online and include assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other forms of confidential communication within 2 weeks of submission. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Complete an in-depth Two-Day Self Diet Diary Study analysis.

Your Diet Diary Analysis should include and analysis of micro-nutrients and phytochemicals, identifying consumption of carcinogenic foods and food additives.

You are required to document/journal your food intake over a two day period. A template is provided within the assignment instructions for you to use.

You will be documenting and evaluating each item based on your caloric intake, macro nutrient intake, and micro nutrient content. You will also be analyzing your BMI and energy levels. Please refer to the grading rubric within the assignment details as well.

You will need to successfully apply core concepts to real world situations.

Submit the assignment by the end of module 2 (Week Two).

How assignment will be adapted in online format

The assignment will be assigned, submitted, and graded through the course management system (CMS). The assignment will be made available online and include assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function (which will include a grading rubric with specific criteria), messaging, or other forms of confidential communication within 2 weeks of submission. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Read Chapter 16 (Environmental Health) and focus on the themes of systemic barriers and cultural considerations in healthcare. Reflect on at least three variables that federal legislation has taken to ensure that underserved and marginalized communities are not at greater risk to the exposure of pollutants and toxic chemicals.

-Upon completion of the reading, consider the following for discussion:

-What are the primary factors contributing to inequities in healthcare systems? Provide two examples from the chapter.

-How do race, gender, socioeconomic status, or other identity factors influence a person's healthcare experience?

-Which portion of the chapter resonated with you most, and why?

-Propose an equity-focused intervention or policy change that could address one of the disparities discussed.

How assignment will be adapted in online format

The assignment will be presented to the class and then submitted, and graded through the course management system (CMS). The assignment that is selected will be made available online and include assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the grade book function, messaging, or other forms of confidential communication within 2 weeks of submission. Any material for students and communications must meet accessibility guidelines.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Group Discussion Assignment- Cultural Influences on Nutritional Practices and Health:

Write down a few key aspects of your cultural background that influence your own diet, food choices, or meal practices. Think about the types of food you grew up eating, family traditions, or specific dietary restrictions associated with your culture or community and consider the following in your responses:

- How do specific cultural or religious traditions influence what foods are eaten and when?
- Are there traditional remedies or practices that impact health positively in your culture?
- Discuss how different socioeconomic backgrounds can affect access to culturally significant foods and what that might mean for health equity.
- What did you learn about other cultures' food practices that surprised or interested you?
- How can recognizing and respecting dietary practices from different cultures contribute to more equitable healthcare?
- How might this understanding change your approach to discussing health and nutrition with others?

Your participation in the discussion and reflections will be evaluated based on:

1. Engagement with the discussion topics.
2. Depth of insights into your cultural awareness.
3. Respectful and thoughtful contributions to group and class discussions.

How assignment will be adapted in online format

The assignment will be presented to the class and then submitted via the discussions section, and graded through the course management system (CMS). The assignment that is selected will be made available online and include assignment instructions, supplemental resources, website links, etc., available to students through the CMS. Students will submit the assignment through the CMS and will be provided with instructor feedback through the discussions forums and grade book function, messaging, or other forms of confidential communication within 2 weeks of submission. Any material for students and communications must meet accessibility guidelines.

Course Materials

Textbooks

Housman J. and Odum, M. (2023). *Alters and Schiff Essential Concepts for Healthy Living* Jones & Bartlett Publishers. ISBN: 978128423112

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

This course examines the fundamentals of public and personal health and the various influences that affect our lifestyle choices. The course also examines cultural influences on on lifestyle choices and practices. The course objectives address how cultural backgrounds and beliefs influence personal health choices. The assignments within the textbook also address how cultural values, beliefs, and practices, impact the holistic health decisions that we make and how these decisions affect our short and long-term health. For example, students will need to analyze how safety concerns are impacted among the various demographic groups. A greater understanding of the cultural variables impacting the wellness/illness continuum will be examined.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Class activities include lecture, reading, discussion, multimedia assignments that are inclusive of the various cultural practices of individuals. In class activities are geared towards having students examine their practices and beliefs with regards to their health and lifestyle choices. This will be assessed and evaluated in their Diet Diary Assignment, where students will have the opportunity to reflect on areas that need improvement for overall wellness. Methods of evaluation are both summative and formative in nature and examine the holistic aspect of holistic choices and their impact on physical and emotional health. This will be analyzed in greater detail with the submission of the Two Day Diet Diary Analysis assignment which will address cultural variables that impact nutritional intake.

Interactions

Explain how the course will incorporate student-to-student interaction.

This course incorporates student-to-student interaction by having students engage in multiple collaborative activities. Some of these activities include discussion boards, accessible video conferencing, in-class group discussions, and an opportunity for group work where students can critically think through assigned case-study scenarios that focus on course objectives.

Explain how the course will incorporate instructor-to-student interaction.

The instructor of the course will participate with classroom discussions as assigned either in the CMS or in the face-to-face meetings. The instructor will continue to interact with student activities by using a Socratic approach, thus enabling students to problem solve case studies and discussions that are presented and geared towards fine-tuning critical thought. The focus of these interactions will assess and evaluate the students understanding of specific socio economic and demographic variables that may impact the decisions that are being made which promote optimal wellness.

Explain how the course will incorporate student-to-content interaction.

To better understand the fundamentals of nutrition, students will be assigned to readings, audio or visual presentations, written lectures, presentation software, and embedded multimedia links to either videos, podcasts, or content-relevant films. Students are also encouraged to use resources from our library as there will be readings placed on reserve for them.

Using the course CMS discussion forums, accessible video-conferencing software, and/or in-class, the instructor will participate in class discussions asking students to apply critical legal decisions and explain the outcome. The course promotes student-to-content interactions by allowing a variety of methods of instruction. The instructor will provide constant feedback and distribute that feedback evenly among all students each week. In this course, students may be presented with the material in a variety of ways such as lectures, individual and group activities, visual and virtual demonstrations, and experiments. Students are encouraged and will have plenty of opportunities to interact and engage with the content whether it is a reading in a book or a visual simulation. Assignments such as those which focus on better understanding how specific practices and attitudes may contribute to intentional and unintentional among the various age and demographic groups will be explored.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Self reflection is a critical component of this course. Students will be asked to complete assignments, such as a diet diary, which allows them to better analyze their nutritional intake and factors that influence that intake. Students will need to reflect on the choices that they make and develop a plan of action to improve on the choices that they seek to work on. Students are encouraged, but not required, to share any information that they would like with their peers. The support that they receive from one another allows them to better understand that the struggles that they may encounter are not unique to them. Self reflection and introspection will be evaluated based on the students submission of discussion questions which will reflect how decisions are made and the multiple influences behind those decisions.

Key: 1920