

Department of HPCH
Faculty of Health Sciences
HPCH 201: Health Awareness & Behavior, 3cr.

Faysal El-Kak M.D.M.S.

Van Dyke Hall Rm 331

Ext: 4660/4672, e- mail: fk01@aub.edu.lb

Office hours: T, W: 13:00-14:00

Class time and location:

Tuesdays and Thursdays 2:00- 3:15

Vandyke 103

Course Resources

- Edlin, G., Golanty, E. (2014). Health and Wellness, Jones and Bartlett Publishers, 12th Edition
- El-Kak, F.H., Caroline Succar (2017): Sexual violence in Lebanon: Testimonies in the shadows. Published by *Diakonia* and Swedish Agency for International Development
- El- Kak, F.H., Ammar, W. (2016). Maternal Mortality in Lebanon: Success story, MOPH
- Sexual reproductive health and rights (2019), UNFPA
- Online public health resources (videos, social media, others)

Course Description

This course in health awareness and behavior intends to introduce students to modern concepts of holistic health which comprise physical, mental, social, and spiritual dimensions of health and wellness. It aims to expand their knowledge on health issues to help impact perceptions, attitudes and behaviors that lead to higher levels of health and wellness and reduce vulnerability to illness and disability, within a framework of health as human right. This is achieved through a dynamic and interactive classroom setting engaging students in critical assessment around their health attitude, knowledge and life-style behaviors. The course will encourage students to participate in class discussions, material presentation, and class debates around issues related to students' health perceptions, daily health habits, behavior, and national and global matters. Ultimately, students are expected to examine their attitudes toward health issues, encouraged to engage in a health behavioral change, and to reinforce/promote a healthier lifestyle and make informed decisions regarding their health that will not only prevent or delay the onset of certain health conditions, but also promote wellness.

Learning Objectives

By the end of the course, students will be able to:

1. Define various dimensions of health and wellness and highlight their evolution
2. Describe components of health and wellbeing through a holistic approach and events leading to illness and disability
3. Identify social determinants of health, global health (including gender, SES, culture, and conflict) and describe their influence on health and well being
4. Discuss contemporary health issues for their age group, including eating behavior, risky habits, sexuality, sexual and reproductive health
5. Identify means of coping with and/or preventing common health problems now and in the future
6. Illustrate the impact of their lifestyle choices on their personal health
7. Understand models for behavioral change like health belief models and trans-theoretical model and others
8. Take more appropriate decisions to enhance their health and wellbeing

Teaching Methodology

Dr Faysal El-Kak will be conducting the course, over around 40 hours, offered during the whole semester, three hours a week. It includes interactive lectures, group discussions, e-learning, student participation in presentations, open class discussion, and group projects.

Course requirements and student evaluations:

- Class attendance, participation/discussions: Attending the class regularly and participating in assigned readings, class discussions, and social media is expected. Students will be encouraged to take part in this activity **15%**
- Case Discussion Project (Objectives 3, 4, 5, 6): This activity aims to engage students in hands-on experience on health issues of relevance outside the classroom instruction and discussion. Students are expected to develop interest and skill in raising their knowledge, awareness, and in writing about a specific topic, and on similar topics in general. This activity also represents another alternative source to grade students and assess their interest and participation. Students working in groups (4-5) are assigned a topic (public health/social science) for further development and discussion in classroom (may include a small survey/interview) and prepare 8-12 pages report. **15%**

- Mid-term (Objectives 1, 2, 3, and 4): Includes the first covered half of the course. Mostly single choice questions assessing learning from objectives (1, 2, 3, and 4) **35%**
- Final Exam (Objectives 4, 5, 6, 7,8): Covering the new material after midterm and includes single choice questions and subjective questions allowing students to reflect in their own words on what they have learnt from objectives 4, 5, 6, and 7 **35%**

Example: Students will be evaluated on the following:

	Assessment	Percent	Linked to objectives:
A.	Attendance and Class Contribution	15%	Objectives 3, 4, 5, 8
B.	Classwork: Case Studies & Exercises	15%	Objectives 4, 5, 6
C.	Midterm Exam	35%	Objectives 1, 2, 3, 4
D.	Final Exam	35%	Objectives 5, 6, 7, 8

AUB/FHS policies

✓ *Attendance*

- *If attendance in class is important to you, add this as a criteria for evaluation, and please add a sentence about class attendance as per the rules of the university. “” Students who miss more than one-fifth of the sessions of any course in the first ten weeks of the semester (five weeks in the case of the summer term) are dropped from the course if the faculty member has stated in the syllabus that attendance will be taken.”*

✓ *Academic Integrity*

- *It is helpful to add a statement to this section related to plagiarism/academic integrity (see below as example). Several statements have been developed as examples by FHS. The AUB student code of conduct is available on the following web page <https://www.aub.edu.lb/sao/Documents/Student%20Handbook%202016-2017.pdf>*

- *Example: Education is demanding and time management is essential. Do not hesitate to use the resources around you but do not cut corners. Cheating and plagiarism will not be tolerated. Please review the Student Code of Conduct in your handbook and familiarize yourself with definitions and penalties. If you're in doubt about what constitutes plagiarism, ask your instructor because it is your responsibility to know. AUB has a strict anti-cheating and anti-plagiarism policy. Penalties include failing marks on the assignment in question, suspension or expulsion from University and a permanent mention of the disciplinary action in the student's records.*

✓ *Students with Disabilities:*

AUB strives to make learning experiences accessible for all. If you anticipate or experience academic barriers due to a disability (such as ADHD, learning difficulties, mental health conditions, chronic or temporary medical conditions), please do not hesitate to inform the Accessible Education Office. In order to ensure that you receive the support you need and to facilitate a smooth accommodations process, you must register with the Accessible Education Office (AEO) as soon as possible: accessibility@aub.edu.lb; [+961-1-350000](tel:+961-1-350000), x3246; West Hall, 314'.

✓ *Non-Discrimination – Title IX – AUB*

*AUB is committed to facilitating a campus free of all forms of discrimination including sex/gender-based harassment prohibited by Title IX. The University's non-discrimination policy applies to, and protects, all students, faculty, and staff. If you think you have experienced discrimination or harassment, including sexual misconduct, we encourage you to tell someone promptly. If you speak to a faculty or staff member about an issue such as harassment, sexual violence, or discrimination, the information will be kept as private as possible, however, faculty and designated staff are required to bring it to the attention of the University's Title IX Coordinator. Faculty can refer you to fully confidential resources, and you can find information and contacts at www.aub.edu.lb/titleix. **To report an incident**, contact the University's Title IX Coordinator Trudi Hodges at 01-350000 ext. 2514, or titleix@aub.edu.lb. An anonymous report may be submitted online via EthicsPoint at www.aub.ethicspoint.com.*

COURSE MODULES

Module I: Achieving health and wellness (Chap 1, 2,7) (Objectives 1 & 2) (Jan 23, 28, 30)

Module II: Food habits, body weight, and well-being (Chap 5, 6) (Ob 2, 4, 5, 6, 7) (Feb 4, 6)

Module III: Lifestyle, mental health and wellbeing (Chap 3, 4) (Ob 2, 3, 5, 6) (Feb 11, 13, 18)

Module VI: Global health matters: Closer to SDG2030 (slides set) (Ob 2, 3, 4) (Feb 20, 25, 27)

Module IV: Lifestyle as predictor of health and illness (Chap 6, 13, 14, 16, 17, 18) (Ob 2, 4, 5, 6, 7) (March 3, 5, 10, 12, 17, 19)

MIDTERM **March 26**

Module V: Sexuality, sexual and reproductive health and rights (Chap 8, 9, 10, 11, plus additional reading of UNFPA report) (Ob 4, 5, 6, 7) (March 24, 31, April 2, 7, 9, 14, 16)

Module VI. How to be a wise health consumer (Chap 19) (Objectives 5, 7) (April 21, 23, 28)

Case Discussion presentations April 30
--

Holistic Approach

