



## NC GLOBAL DISTINCTION

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College Department: Creative and  
Liberal Arts World region:

- Africa**
- Asia
- Europe and the European Union
- Latin America
- Middle East and Muslim civilizations
- Other

**Course information and description:** HEA 110 Personal Health and Wellness

### **Description**

This course provides an introduction to basic personal health and wellness. Emphasis is on current health issues such as nutrition, mental health, and fitness. Upon completion, students should be able to demonstrate an understanding of the factors necessary to maintain health and wellness. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.

**Number of students enrolled in course:** 26

### **Description of module:**

This module will give my students a chance to see some detailed work of the World Health Organization (WHO) beyond just knowing the name of the organization. Students will be exposed to African countries and see how self-care and self-medication are being addressed in that part of the world. Geographical location, physical placement, and resources can have an impact on health status. The community college has an open door policy and many of our campus members are international students. Healthy People 2020 set guidelines for the United States health goals in the context of integration at the state level via Healthy North Carolina 2020 health objectives and community level Partnership for a Healthy Durham. Behavior plays a great role and influences health status. These five activities are highlighting elements that are factors



in overall health and wellness. Food is a substance. Alcohol is a substance. Stress level can be influenced by these substances as well as other behaviors. Diabetes is a global problem. COVID-19 has changed the lives of people around the world. Students will gain a more global understanding of health issues by adding the WHO global perspective which connects well with Healthy People 2020 showing some of the many factors influencing health and wellness.

**Student Global Learning Outcomes (list 2-3):**

- Students will understand the value of the Community Healing Dialogues (CHD) experience of sociotherapy in Rwanda and Democratic Republic of Congo as another approach to self-care.
- Students will be able to discuss how low- and middle-income countries are now witnessing a rise in childhood overweight and obesity, especially in countries in Africa.
- Students will learn to utilize the World Health Organization tool kits and the Centers for Disease Control and Prevention data to understand data tracking of Alcohol substance abuse, Diabetes and Infectious Disease (COVID-19) as world-wide concerns focusing on data from the United States and from the African region of the world.

**Student Global Learning Activities (list 2-3; for each activity, describe objectives, procedures, assessment and follow-up):**

**Activity One**

**“Identify Examples of Stress”: Stress and the impact of Stress on Health Status.**

After studying about stress and using the student stress self-discovery check-list tool from the textbook author, students will expand on their understanding of life events and stress by viewing a documentary sharing the story of 2 women from the Congo now living in the Durham Muslim community.

**Assessment:** Using another checklist tools, PTSD Checklist, students will identify items from the checklist that were depicted in the documentary.

**Activity Two**

**“Food Log”: Compare Nutrition Guidelines**

Each team, four to six members, will search the internet for sample meals for people living in Asian and African regions. The team will do menu planning of meal choices and create 3 days, 3 meals and 2 snacks, eating sample for a family from the African region. Using student food log data collected from a prior semester assignment for the United States sample, students will exact three consecutive days of food consumption.

**Assessment:** Teams will analyze the data to identify diet pitfalls and diet positives. Each team will conduct a review of diet components and create a comparison, from the African and Asian regions and the United State, as a report of their findings. The visual can be a presentation, such as PowerPoint, or a poster.



### Activity Three

**“Alcohol by the Numbers”: A look at the World Health Organization (WHO) and Healthy People 2020 objectives and data.**

Instructor will guide students to data, on experiences with alcohol, from the WHO web sources. This lesson will take place during the latter part of the term. Students will have the opportunity to study the Alcohol data with guidance from me. The class has already had as least two assignments where there has been explanation of basic statistical concepts discussed and the announcement made that, currently, all students have to complete a course in statistics prior to graduation with an undergraduate degree and sometimes with a lesser credential. My class has a range of enrollees with students still in high school up to adults with many years in the health profession as well as adults with little formal education. Also, several students are international students or have international experiences. Therefore, these conversations about data appear in several assignments throughout the term. I educate my students about the work of the Centers for Disease Control and Prevention (CDCP) pointing to the Youth Behavior Risk Assessment as a self-reporting instrument. I want to expand my lesson by intentionally highlighting the WHO as an important vehicle for gaining access to world wide data focusing on Alcohol.

I will share examples of several Public Service Announcements (PSA) from the Drug Free World website that I am currently using as one source for this unit on Substance Abuse and Misuse. Students were given a chance to view infographics when they are introduced to the CDCP and the WHO during the first two weeks of the semester and again further into the semester with their Food Log lesson.

**Assessment:** Working together as a team of four to six students, students will create a 15 to 60 seconds PSA or an Infographic reflecting Alcohol substance abuse as a world-wide concern.

### Activity Four

**“COVID-19 and initial global impact”: A closer look at infectious disease in the United States and the World Health Organization Infectious Disease in the African region.** Students will be given a template for writing a research paper and they will be able to look at the literature review section of the articles that they find themselves as a sample. Students have been given, by the community college and from the community, resources that link this COVID-19 experience to mental wellness resources. The instructor will provide more resource information.

**Assessment:** Looking at the Infectious Disease goals for the African Region of the world and from Healthy People 2020 for the United States, individual students will research various infectious diseases finding one or two (1 or 2) articles each then as a team compile articles and write a literature review on that aspect of the Infectious Disease goals while including information about COVID-19 as an infectious agent and comparison behavior.



### Activity Five

**Tech Tools and Diabetes: Students will report on two tech tools that focus on knowledge about diabetes risk factors and blood sugar level monitoring.** Earlier in the term, students were given a writing assignment where they had to describe what their family members were doing to stay fit and well as they age. One focus of that writing assignment was to draw attention to family health history and open the conversation of generational health issues. Additionally, students will expand their knowledge about diet evaluation.

**Assessment:** Using data from their Food Log activity students will analyze a 3 days eating log to determine how Diabetes friendly the Food Log food choices were. Then students will modify that Food Log to make it more diabetes appropriate. Also, students will use the CDC My Family Health Portrait online tool (or paper version), to input health diagnosis or health issues provided, by the instructor, and generate a family pedigree report. At that same event students will use the diabetes calculator tool to generate a risk report and a letter that can be shared with their healthcare provider. Students will explore the Dario App system tool and prepare a written report of how that tool works. Teams will share their packet in a discussion board forum and each team will prepare a written critique of the packet from the other team using a discussion board forum where teams will include information about availability of these tech tools for residents in the African Region of the world.

**Resources and References used in the creation of the module (e.g. books, articles, etc.)**

Arch, L. (2019). The Courage to Rise: Using movement, mindfulness, and healing foods to triumph over trauma

Brooks, D. (2019). The second mountain: The quest for a moral life.

Cases in US. <https://www.cdc.gov/coronavirus/2019-ncov/cases-updates/cases-in-us.html>

Centers for disease control and prevention. <https://www.cdc.gov/nutritionreport/infographic.html>

COVID-19 cases top 10 000 in Africa <https://www.afro.who.int/news/covid-19-cases-top-10-000-africa>

Culture and mental health in Liberia: A Primer (2017).

WHO/MSD/MER/17.3 <https://apps.who.int/iris/bitstream/handle/10665/255302/WHO-MSD-MER-17.3-eng.pdf?sequence=1&isAllowed=y>

Dario blood glucose monitoring system. <https://mydario.com/>

Foundation for a drug free world. <https://www.drugfreeworld.org/>

Healthy diet. World Health Organization.

[https://www.who.int/nutrition/publications/nutrientrequirements/healthy\\_diet\\_fact\\_sheet\\_394.pdf?ua=1](https://www.who.int/nutrition/publications/nutrientrequirements/healthy_diet_fact_sheet_394.pdf?ua=1)

Healthy north carolina 2020. <https://publichealth.nc.gov/hnc2020/objectives.htm>

Healthy people 2020. <https://www.healthypeople.gov/2020/data-search/midcourse-review/hi>

My family health portrait. A tool from the Surgeon General.

<https://phgkb.cdc.gov/FHH/html/index.html>

Partnership for a healthy durham. <https://healthydurham.org/>

PTSD, national center. (2018, April 11). <https://www.ptsd.va.gov/professional/assessment/adult-sr/ptsd-checklist.asp>

Regional Workshop on Nutrition Labelling to Promote Healthy Diets, Bangkok, Thailand, 17-19

April 2018 <http://www.searo.who.int/entity/nutrition/en/>



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WORLD VIEW

Research guide University of Southern California.

<https://libguides.usc.edu/writingguide/literaturereview>

Seterra Geography. <https://online.seterra.com/en>

World health organization regional office for Africa. <https://www.afro.who.int/health-topics/obesity>

World health organization. <https://www.who.int/mediacentre/infographic/en/>