



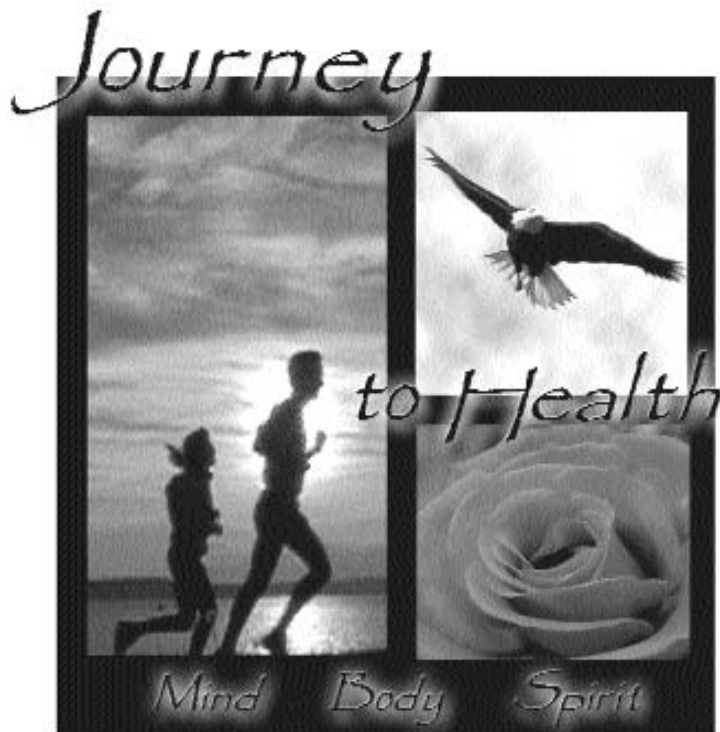
PREVIEW GUIDE
for

Journey to Health

MIND ~ BODY ~ SPIRIT



Dynamic Video-based Course Content with Exciting New Delivery Options!



PREVIEW GUIDE

by

DONNA RICHARDS

Dallas County Community College District

In cooperation with Wadsworth Thompson Learning

Atlanta, Georgia • Belmont, California • Beverly Farms, Massachusetts

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INTRODUCTION

*DALLAS TeleLearning presents
JOURNEY TO HEALTH: Mind - Body - Spirit,
their newest college-level, distance learning
Introduction to Health course.*

Upon completion of this one-semester survey course, students will :

- Expand their knowledge of health and wellness, and the lifestyle behaviors that achieve and support high level wellness;*
- Develop an understanding of the interaction of the mind, body and spirit in sustaining health;*
- Use critical thinking and problem solving skills to develop and modify lifestyle to improve quality of life; and*
- Relate their individual decisions and actions to the wellbeing and health of the planet.*

*Donna Richards
Content Specialist*

JOURNEY TO HEALTH may be offered as a telecourse on open broadcast television, is well-suited to cable distribution and independent study on videocassette, and offers an optional multimedia (CD-ROM) format and an online component. The telecourse version uses 26 half-hour videos that coordinate with the textbook, the telecourse guide, and the faculty guide. The multimedia format includes these same components, along with relevant Internet activities and resources.

Individual programs from the series also make excellent audio-visual materials for classrooms and learning resource centers. This course may also be used in a dual-credit program.

To acquire ***JOURNEY TO HEALTH*** as a comprehensive distance learning package or as an instructional supplement, please call:

**Dallas TeleLearning
(972) 669-6650 or visit our website
telelearning.dcccd.edu**

COURSE OVERVIEW

JOURNEY TO HEALTH invites the student to explore health from a mind-body-spirit perspective. The concept of high level wellness, not just the absence of disease, is central to the definition of health in the individual. The inter-relatedness of the dimensions of health including physical, emotional, intellectual, social, spiritual, and environmental, draw the student into the understanding that health is about choices, decisions, and relationships. The course offers students the opportunity to evaluate their own health lifestyle using knowledge from nationally renowned experts in the various fields of medicine and health. They are encouraged to use critical thinking and problem-solving skills along with new knowledge to make the choices and decisions to modify and improve their own lifestyle behaviors.

Experts in the field such as David Satcher M.D., Herbert Benson M.D., Jean Reinisch Ph.D., Dean Ornish M.D., Robert Hales M.D., Bernice Sandler Ph.D., Alvin Poussaint, M.D., Talmadge King, M.D, Peter Snell, Ph.D., and the many other leaders in their specialties share their expertise with the students. These experts were chosen for their diversity of knowledge and insights into their specialties, and offer their voices to deepen the students' experience.

A “true life cast” composed of a number of people from the various areas and cultures of the United States offer ongoing insights into their lives and experiences coping with health issues will resonate with many students. We will follow these diverse people as they demonstrate that one can cope with chronic health issues and still lead a healthy lifestyle. These people represent the broad fabric of America in their cultural, geographic, ethnic, and lifestyle diversity. They demonstrate that there are many ways to lead healthy lifestyles and that even if one is “not perfect” in their health behaviors, it is always possible to change and improve the quality of life.

Cutting edge programs and research projects will be highlighted to offer the student insight into the incredible progress that is constantly being made in areas related to health. These experiences are designed to encourage students to explore on their own, new research and interesting ideas in health related fields. Along with the focus on new ideas is the idea that one always must explore these new dimensions with critical, logical reasoning.

Students are expected to use the broad base of this material and experience to begin or continue their own “Journey to Health,” because a course like this is only meaningful if one takes from it lifestyle modifications and new behaviors that improve the quality of life and health.

COURSE COMPONENTS

The ***JOURNEY TO HEALTH*** series is a carefully integrated distance learning system that includes a comprehensive set of materials: a textbook, video programs, telecourse guide, faculty guide, optional multimedia and/or online components, and testbank.

VIDEO PROGRAMS

In twenty-six informative and engaging half-hour programs, the unique qualities of video are used to engage students in health and wellness. Each program covers a unique topic or concept of health.

Stories are used to dramatize the human aspect at the core of health and wellness issues. Each program features interviews with experts and other contributors who have been chosen for their individual expertise as well as for the diverse backgrounds, approaches, and viewpoints they bring with them to the series.

TEXTBOOK

The recommended textbook for ***JOURNEY TO HEALTH*** is *An Invitation to Health*, by Diane Hales. Both textbook and telecourse guide are published by Wadsworth Thompson Learning.

TELECOURSE GUIDE

The guide for this series is *Telecourse Guide for Journey to Health: Mind - Body - Spirit*, by Donna Richards.

This element ties the text and video together. It personalizes the course by guiding the student through the material; draws attention to focus points in the text and video programs; and provides a framework for the study of health. The guide involves students in a planned program which reinforces their learning and prepares them for exams. For each lesson, practice test questions have been constructed from both the text and the video focus points for student use.

The Telecourse Guide features:

- Brief narrative overviews of each lesson
- Clear statements of each lesson goal and objectives
- Specific reading assignments in the recommended text which correlate with each video program
- Focus points designed to direct attention to the main concepts in reading assignments and video programs
- Identification of experts interviewed in each program
- Related activities to provide the student with opportunities for practical application of knowledge gained in specific lessons
- Practice tests, featuring multiple choice, short answer, and essay questions, accurately align with test bank material.

FACULTY GUIDE

The faculty guide provides materials necessary for the instructor to facilitate and implement the distance learning course. It includes information on course design, lesson summaries, and a sample syllabus.

MULTIMEDIA

The **CD-ROM based multimedia format** is a student-centered instructional design utilizing a fully integrated multimedia distance learning course delivery. Supported by the supplemental print materials, this format brings video programs, interactive computer-based activities and the Internet to the student's desktop — without requiring a continuous Internet connection. It also provides a means of monitoring, measuring and documenting student learning and retention through pre- and post self-assessment tools. The multimedia format provides a flexible option for accommodating a greater variety of distance learner needs.

(Optional) WEB COMPONENTS

The **WEB component**, available for the traditional telecourse format, consists of interactive computer-based activities and Internet resources. The videos may be accessed through the institution, through student videotape rentals, CD-ROM, or via streaming media. Contact Dallas TeleLearning for details.

TEST ITEM BANK

Based upon the textbook and video programs, the test bank contains questions (comprised of multiple choice, short answers, and essay questions) that refer to the textbook and the video programs, and focus on objectives included in the telecourse guide. The test bank is available from the textbook/ telecourse guide publisher .

EXPERTS INTERVIEWED

The twenty-six half-hour video programs of *JOURNEY TO HEALTH* contain interviews with the following experts in health and medicine. They provide students and viewers with special insights and interpretations to enhance understanding of the discussion topics.

PROGRAM 1 - Health: Begin the Journey

Herbert Benson, M.D., Mind/Body Medical Institute
David Satcher, M.D., Kaiser Family Foundation
Terrance Zimmerman, Healthy Delaware 2010

PROGRAM 2 - Stress

Karen Blessen, Karen Blessen Illustration
James Pennebaker, Ph.D., University of Texas at Austin,
Rachel Yehuda, M.D., Bronx Veteran Administration Medical Center

PROGRAM 3 - Psychological Health

Cary Cherniss, Ph.D., Rutgers University
David Dinges, M.D., University of Pennsylvania Medical School
Allan Hobson, M.D., Harvard Medical School

PROGRAM 4 - Mental Disorders

Dianne Hales, Textbook author
Robert E. Hales, M.D., University of California Davis
Husseini K. Manji, M.D., National Institute of Mental Health
David Satcher, M.D., Kaiser Family Foundation
Stephanie Weber, Suicide Prevention Services

PROGRAM 5 - Fitness for Every Lifestyle

Peter Snell, Ph.D., University of Texas Southwestern Medical Center
Bud Turner, Seattle Public Schools
Werner Hoeger, Boise State University

PROGRAM 6 - Nutrition: Eating for Your Health

Michael Jacobson, Ph.D., Center for Science in the Public Interest
Roniece Weaver, M.S., RD, LD, Hebni Nutrition Consultants Inc.

PROGRAM 7 - Weight Management: Finding a Healthy Middle

Laura Fraser, Author
Carol Huettig, Ph.D., Texas Woman's University
Carre Otis, Model
Sheila Hill Parker, Ph.D., University of Arizona
Ira Sacker, M.D., Brookdale University Hospital

PROGRAM 8 - Building Relationships

Michael Civin Ph.D., Adelphi University
Dave and Margie McKeon, Imago Relationship Therapy Instructors

PROGRAM 9 - Sexual Health

June Reinisch, Ph.D., The Kinsey Institute
Bernice Sandler, Women's Research and Education Institute

PROGRAM 10 - Reproduction and Contraception

Laxmi Baxi, M.D., Columbia University
Cristina Pacheco, Planned Parenthood Los Angeles
Nancy Snodgrass, Reproductive Services of San Antonio

PROGRAM 11 - A Family Affair

Kim Bullock, M.D., Providence Hospital
Alvin Poussaint, M.D., Harvard Medical School

PROGRAM 12 - Managing Your Health

Ron Anderson, M.D., Parkland Health and Hospital System
Charles Kemp, FNP, FAAN, Agape Clinic
Linda Niessen, D.M.D., Baylor College of Dentistry
Tuan Tran, D.D.S., Imagine Dental

PROGRAM 13 - Other Paths: Complementary and Alternative Medicine

Craig Schneider, M.D., Maine Medical Center
Ann Skelton, M.D., Maine Medical Center
Stephen Straus, M.D., National Center for Complementary and
Alternative Medicine

PROGRAM 14 - Infectious Diseases

Victor Garcia, M.D., University of Texas Southwestern Medical Center
Gerald Grob, Ph.D., Rutgers University
Edwin Kilbourne, M.D., New York Medical College
Lola Stamm, Ph.D., University of North Carolina at Chapel Hill

PROGRAM 15 - Fighting a Global Epidemic

Kathie Ferbas, UCLA Medical School
Desmond Johns, M.D., United Nations AIDS Program
Wilbert Jordan, M.D., Oasis Clinic
Antonne Moore, Black AIDS Institute
Deneen Robinson, Dallas AIDS Resource Center

PROGRAM 16 - A Healthy Heart

Dean Ornish, M.D., Preventive Medicine Research Institute
Brenda Thompson, R.N., M.S., University of Texas Southwestern Medical Center

PROGRAM 17 - Coping with Cancer

Beverly Owen, "Journey to Healing" Cancer Retreat

PROGRAM 18 - Living with a Chronic Disease

Sherwin Gillman, M.D., American Lung Association
John Kirkwood, American Lung Association
Charles Rotimi, Ph.D., Howard University
Don Warne, M.D., Gila River Indian Reservation

PROGRAM 19 - Drugs

Anne Coleman, M.D., Integrative Medicine & Nutrition
Richard Kravitz, M.D., University of California Davis Medical Center
Wilkie Wilson, Duke University Medical Center

PROGRAM 20 - Alcohol

Edwin Berrios, Greenburgh Open Door Addiction Recovery Clinice
Angelique St. Julian-Auzenne, Greater Dallas Council on Alcohol & Drug Abuse
Richard Yoast, American Medical Association

PROGRAM 21 - Tobacco

Edwin Fisher, Washington University
Talmadge King, Jr., M.D., San Francisco General Hospital
Ed Miller, American Lung Association
Mary Beth Welton, Partnership for a Tobacco-Free Maine

PROGRAM 22 - Stayin Safe

Dick Davis, Dallas Peace Center
Harry Jones, Washington DC Fire and EMS
Jan Sanders, Dallas Peace Center

PROGRAM 23 - Aging: Health Across the Lifespan

Anne Basting, Time Slips
George E. Vaillant, M.D., Harvard Medical School
Thomas Wisniewski, M.D., New York University School of Medicine

PROGRAM 24 - When Life Ends

Kenneth Doka, The College of New Rochelle
Kenneth Iserson, M.D., University of Arizona
Frank Ostaseski, Zen Hospice Project

PROGRAM 25 - Our Planet, Our Health

Mary Ellen Bluntzer, M.D., Consulting Medical Specialists
Ed Holsten, USDA Forest Service
Alex Matthiessen, Riverkeeper, Inc.
Jonathan Patz, Johns Hopkins University
Raphael Sagarin, United States Geological Survey

PROGRAM 26 - World Health: The Journey Continues

Renato Gusmao, M.D., World Health Organization
Christine Nadori, Doctors Without Borders

SAMPLE TELECOURSE GUIDE LESSON

LESSON 5

FITNESS FOR EVERY LIFESTYLE

*“...in a sense, exercise is like a miracle drug...
What pill can you take to give you another ten years of extra vitality?”*

Peter Snell

OVERVIEW

It has been said, “fitness is the only effective anti-aging medicine.” Current scientific investigation is proving this statement to be accurate. There is no question that our state of fitness has great impact on our quality of life now and as we grow older. Because of this, the state of fitness in the United States today is cause for concern. Many adults are sedentary, leading the “couch potato” lifestyle. Most of us do not get enough exercise. Our children are not as fit as children were in previous generations.

Physical fitness does not mean we have to be athletes or fitness fanatics. It means we can respond to the normal physical demands of life and have reserve energy to cope with a sudden challenge. The components of fitness important to our health are aerobic/cardiorespiratory fitness, muscle strength and endurance, flexibility, and body composition. There are dozens of reasons to engage in a regular exercise program. Regular exercise conditions the heart, lowers blood pressure, and enhances the clot-dissolving substances in the blood. It thickens the bone and slows the loss of calcium that occurs as we grow older. Exercise increases flexibility and improves digestion. Your metabolism speeds up so that you burn more calories. Not the least important is the benefit to mood and psychological health, including stress reduction, that comes with engaging in regular exercise.

In the video, fitness expert and researcher Peter Snell discusses health-related fitness and the benefits of physical activity and exercise across the lifespan. The Seattle School District’s physical education program illustrates these benefits and the importance of starting to exercise early in life as well as developing a fitness lifestyle. Physical Education Professor and Olympian Werner Hoeger describes the components of physical fitness and offers some important points in developing a workout plan.

This lesson will help us understand the importance of fitness, what being fit really means, and how to improve our own state of fitness. As the individuals in the video share their fitness habits, consider whose fitness behavior is most like yours and who you wish you were most like! Make a decision to improve your level of fitness, no matter what you are doing at present. Our lifestyle choices and habits can definitely affect how long and how well we live. It is never too early or too late to begin a fitness program.

LESSON GOAL & LEARNING OBJECTIVES

Goal

After completing this lesson, you will be able to explain how physical fitness contributes to health across the lifespan.

Objectives

1. Explain the benefits of physical activity and exercise as a strategy for health promotion through the lifespan.
2. Analyze the role of cardiorespiratory endurance, muscle strength and endurance, flexibility, and body composition in overall body fitness.
3. Analyze the role of sound nutrition, sports safety, and fitness products/ programs as adjuncts to a total fitness program. Explain the benefits of physical activity and exercise as a strategy for health promotion through the lifespan.

REVIEW

The following process is intended to help you retain the knowledge you have acquired in this lesson. To maximize your learning experience:

- a. Scan the Lesson Focus Point questions.
- b. Read the assigned text pages.
- c. Review the key terms listed at the end of the textbook chapter.
- d. View the video.
- e. Write answers to the Lesson Focus Point questions.
- f. Complete the Enrichment Activities assigned by your instructor.
If none are assigned, use them to help your review of the lesson material.
- g. Take the Practice Test and check your answers with the Answer Key located at the end of the lesson.

LESSON ASSIGNMENTS and FOCUS POINTS

Text: Diane Hales: An Invitation to Health, Tenth edition, Chapter 4, "The Joy of Fitness," pp. 104@142.

Video: "Fitness for Every Lifestyle" from the series Journey to Health, Mind~ Body~ Spirit.

The following questions are designed to help you get the most out of the lesson. After you read the textbook assignments and view the video, you should be able to answer these questions. Textbook pages are included and the video segments are: (1) "Active at All Ages," (2) "It's a Question of Use it or Lose it," and (3) "Focus: Fitness Rx."

1. What are the components of health-related fitness? Explain each. (textbook, pp. 106@107; video segment 3)
2. What is the difference between physical activity, health-related fitness, and athletic fitness? (textbook, pp. 106 and 112; video segments 2 and 3)
3. What are the benefits of being physically fit? (textbook, pp. 109@112; video segments 1 and 2)
4. How does exercise prevent disease? (textbook, p. 112; video segments 2 and 3)
5. What are some ways you can increase physical activity in your daily routine? (textbook, p. 113; video segment 2)
6. What are some examples of recommended amounts of exercise? (textbook, pp. 113 and 115; video segment 2)
7. How would you design a workout program for health-related fitness? (textbook, pp. 115@116; video segment 3)
8. Give examples of ways to motivate yourself to exercise. (textbook, pp. 116@117, video segment 1)
9. What is target heart rate and how do you calculate it? (textbook, pp. 118@119, video segment 3)
10. What are the steps of an aerobic workout? Give examples of aerobic activities. (textbook, pp. 119@123; video segment 3)
11. What are the dangers of performance enhancing drugs? (textbook, pp. 126@128)
12. What is the importance of muscular flexibility? Describe safe methods for increasing flexibility. (textbook, pp. 128@130; video segment 3)
13. What is cross training? Aerobic circuit training? (textbook, p. 130)
14. Why is a balanced diet important to fitness? (textbook, pp. 133@135; video segment 3)
15. What is the difference between acute and overuse injuries. (textbook, p.135)
16. How can you prevent sports injuries? (textbook, pp. 135@136)
17. What is overtraining? (textbook, p. 136)
18. How can you evaluate fitness products and programs? (textbook, pp. 136@167)

ENRICHMENT ACTIVITIES

1. Complete the Self-Survey, "What's Your Physical Activity I.Q." on pp. 114@115 of your textbook. Using what you learned, analyze your own level of physical activity. Where do you need to focus your attention and effort?
2. Using what you have learned in the lesson, develop a fitness program for yourself. Include exercises for cardiorespiratory endurance, muscular strength and endurance, and flexibility. Describe your program, and give reasons why you can commit to it and include it in your own lifestyle. If you are having difficulty with this, consult your instructor.

PRACTICE TEST

These questions are designed to test your knowledge of some of the information in the lesson. They are similar to questions you will encounter on the tests.

Multiple Choice

Choose the BEST answer.

1. Which of the following is a health hazard of epidemic proportions for children in the United States?
 - A. drug abuse
 - B. psychological stress
 - C. measles
 - D. obesity
2. All of the following are potential benefits of a regular exercise program EXCEPT _____.
 - A. longer life
 - B. stronger bones
 - C. better hair
 - D. better mental health
3. Which of the following is a benefit of cardiorespiratory fitness?
 - A. a lower risk of heart disease
 - B. a faster resting heart rate
 - C. a lower metabolic rate
 - D. a higher level of muscular flexibility
4. Which of these physical activities does NOT produce health benefits?
 - A. walking to work
 - B. gardening
 - C. taking the elevator
 - D. dancing

5. All of the following are effective strategies for motivating people to continue an exercise plan EXCEPT _____.
 - A. add variety to the workout
 - B. set goals
 - C. monitor your progress
 - D. skip exercise sessions

 6. Which of the following is a benefit of a regular flexibility program?
 - A. stronger heart and lungs
 - B. less muscle strain
 - C. improved oxygen use
 - D. lower body fat

 7. The health related components of physical fitness include all of the following EXCEPT _____.
 - A. body composition
 - B. muscular strength
 - C. blood pressure
 - D. cardiorespiratory endurance

 8. What type of activity improves cardiorespiratory endurance?
 - A. aerobic activity
 - B. resistance activity
 - C. stretching activity
 - D. sedentary activity

 9. The maximum weight that a person can lift, push or press in one repetition refers to muscular _____.
 - A. endurance
 - B. strength
 - C. flexibility
 - D. balance

 10. To get maximum cardiovascular benefits from aerobic training, you must exercise hard enough to keep your heart rate in a range known as your _____.
 - A. target heart rate
 - B. maximum heart rate
 - C. resting heart rate
 - D. heart rate reserve

 11. The first part of any aerobic workout should be _____.
 - A. cooling down
 - B. warming up
 - C. lifting weights
 - D. aerobic activity

 12. To breathe correctly during weight training, you should ____ when you push or lift.
 - A. hold your breath
 - B. breathe in
 - C. breathe rapidly
 - D. breathe out
-

13. Training that alternates two or more different types of fitness activities is known as _____.
 - A. strength training
 - B. endurance training
 - C. cross training
 - D. overtraining

14. Synthetic forms of the male hormone testosterone that some people abuse to increase muscle size and strength are known as _____.
 - A. anabolic steroids
 - B. growth hormones
 - C. estrogens
 - D. andro

15. Which nutrient is needed the most during exercise?
 - A. carbohydrates
 - B. fat
 - C. protein
 - D. water

16. All of the following are good strategies to prevent sports injuries EXCEPT _____.
 - A. warm up muscles before exercising
 - B. begin exercising at maximum intensity
 - C. check that equipment is in good condition
 - D. use protective equipment

17. The best way to evaluate exercise programs and products is to _____.
 - A. ask questions and do research
 - B. do what your friends are doing
 - C. watch commercials on TV
 - D. decide what you can afford

Fill in the blanks

Insert the correct word or words in the blank for each item.

1. The relative amounts of fat and lean tissue in the body refer to _____.
2. The ability of joints to freely move through its full range of motion refers to _____.
3. _____ injuries are the result of a sudden trauma, such as a fall or collision.

Essay Question

Answer the following question using complete sentences in a well-developed essay.

1. What are the benefits of exercising to become physically fit? Include at least five benefits of exercise. Do any of these benefits relate to your current state of health? If yes, please explain how.

ANSWER KEY

The following provides the answers and references for the practice test questions.

Multiple choice

1. D..... LO 1 textbook, p. 109; video segment 2
2. C..... LO 1 textbook, p. 112; video segment 2
3. A..... LO 1 textbook, p. 112; video segment 3
4. C..... LO 1 textbook, p. 113; video segment 2
5. D..... LO 1 textbook, p. 117
6. B..... LO 1 textbook, p. 128; video segment 3
7. C..... LO 1 textbook, p. 106; video segment 3
8. A..... LO 1 textbook, p. 106
9. B..... LO 2 textbook, p. 106; video segment 3
10. A..... LO 2 textbook, p. 119
11. B..... LO 2 textbook, p. 119; video segment 3
12. D..... LO 2 textbook, p. 125
13. C..... LO 2 textbook, p. 130
14. A..... LO 2 textbook, p. 126
15. D..... LO 3 textbook, pp. 133-134
16. B..... LO 3 textbook, p. 135
17. A..... LO 3 textbook, p. 137

Fill-in-the-Blanks

1. body composition LO 2 textbook, p. 106
2. flexibility LO 2 textbook, p. 107; video segment 3
3. Acute LO 3 textbook, p. 135

Essay Questions:

Answers should include at least five of the following types of statements/points:

1. LO 1 textbook, p. 109-112, video segment 2

Benefits of exercise and physical fitness:

- Longer life
- Protection against heart disease
- Protection against certain cancers
- Better bones
- Enhanced immunity
- Better mood
- Improved mental health
- Lower weight
- A more active old age

LESSON CONTRIBUTORS

Peter Snell, Ph.D.

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Sue Turner, Seattle Public Schools, Seattle, WA

The Hoeger Family, Boise Idaho

Boise Family YMCA, Boise Idaho

Elvin Franklin, South Texas Medical Center, Dallas, Texas

SMU Cinco Center, Dallas, Texas

and our

True Life Cast:

These actual people share their lives with you. You learn from them that all of us live with health issues and challenges in our lives, and that these issues can be dealt with.

Laurie C.

Gretchen D.

Rene' M.

Allan P.

Jill W.

VIDEO PROGRAM SUMMARIES with LESSON GOAL & OBJECTIVES

Lesson 1: Health: Begin the Journey

Offers the student fundamental theories for examining health issues facing the United States through the insight of the former Surgeon General. Introduces the concept of the relatedness of the mind, body and spirit in sustaining health. Students begin their own “Journey to Health” by meeting individuals facing various health issues in their own lives.

Goal:

After completing this lesson, the student will be able to explain the factors that affect the development of healthy lifestyles.

Learning Objectives:

1. Explain the relationship of mind, body, and spirit to health.
2. Analyze the status of health care in the U.S. today.
3. Analyze strategies for developing a plan to change a health behavior.
4. Explain the factors that relate to taking responsibility for one’s health care.

Lesson 2: Stress

Interprets the causes and effects of stress on the individual and the systems of the body. Explores ways in which people are impacted by stress and how they cope with stress in their lives. Introduces stress reduction techniques, including journaling.

Goal:

After completing this lesson, the student will be able to discuss the causes and effects of stress on the individual, as well as healthy stress management techniques.

Learning Objectives:

1. Discuss the causes of stress, including the physiological and psychological effects of stressors on the individual.
2. Compare and contrast methods for coping with stress.

Lesson 3: Psychological Health

Discusses what being psychologically healthy means in people's lives and what kinds of influences promote health. Introduces the concept that emotional intelligence is as important to psychological health as intellectual ability. Demonstrates the importance of sleep to mental health.

Goal:

After completing the lesson, the student will be able to discuss psychological health and methods for achieving psychological well being.

Learning Objectives:

1. Explain the goals of psychological health.
2. Discuss the characteristics of psychologically healthy people, including strategies to achieve those characteristics.

Lesson 4: Mental Disorders

Examines depression in depth, the most common of all mental disorders. Explains the difference between "the blues" and true depression, as well as signs and symptoms that indicate depression. Discusses suicide and its prevention from both personal and professional viewpoints.

Goal:

After completing the lesson, the student will be able to explain the most common mental disorders and their impact on overall health.

Learning Objectives:

1. Explain the relationship between mental health, physical health, and the functions of the brain.
2. Compare and contrast the major psychological problems, including risk factors/causes, and symptoms.
3. Discuss suicide, including risk factors, signs that the individual is considering suicide, treatment, and prevention.

Lesson 5: Fitness for Every Lifestyle

Relates the importance of fitness to one's quality of life and ability to cope with the demands of everyday living. Demonstrates new techniques for encouraging the development of physical fitness early in life and explores the components of fitness and a fitness program.

Goal:

After completing the lesson, the student will be able to explain how physical fitness contributes to health across the lifespan.

Learning Objectives:

1. Explain the benefits of physical activity as a strategy for health promotion through the lifespan.
2. Analyze the role of cardiovascular endurance, muscle strength and endurance, flexibility, and body composition in overall body fitness.
3. Analyze the role of sound nutrition, sports safety, and fitness products/programs as adjuncts to a total fitness program.

Lesson 6: Nutrition: Eating for Your Health

Interprets the meaning of sound nutrition, the importance of the Food Pyramid, ethnic interpretations of the Food Pyramid and healthy eating patterns in the various cultures. Examines the influence of "fast food" on Americans' eating patterns and health.

Goal:

After completing the lesson, the student will be able to explain how the basic principles of good nutrition impact health across the lifespan.

Learning Objectives:

1. Explain recommendations for healthy eating.
2. Analyze the nutrients contained in foods.
3. Discuss factors that affect food safety.

Lesson 7: Weight Management: Finding a Healthy Middle

Explores the extremes of weight management problems. Experts recognize obesity as a crisis in the health of our citizens, particularly in children — while at the other end of the spectrum, the media represents the “waif,” rail thin woman as being the most desirable. Highlights the impact of eating disorders on health.

Goal:

After completing the lesson, the student will be able to explain strategies for healthy weight management.

Learning Objectives:

1. Analyze differences between real versus ideal body images, including their physical and psychological effects on men and women.
2. Explain the drives and factors that influence food consumption.

Describe the most well-known eating problems/disorders.

Analyze factors related to overweight/obesity in the U.S., including causes, prevention, related health problems, and treatment.

Lesson 8: Building Relationships

Introduces some of the relationships important in people’s lives. Explains what makes relationships work, what interferes with relationships, the importance of relationships to individuals’ health and the dynamics of Internet relationships.

Goal:

After completing this lesson, the student will be able to discuss the characteristics of healthy relationships and the importance of healthy relationships to overall health.

Learning Objectives:

1. Explain the importance of relationships to health.
2. Describe the roles that both verbal and nonverbal communication play in relationships.
3. Compare and contrast the characteristics of friendship, dating and mature love relationships.
4. Explain the most common issues that can endanger a relationship.

Lesson 9: Sexual Health

Discusses various forms of sexual expression, recognizing that one's sexuality is an integral part of sexual health. Clarifies the physiology of the human sexual response. Addresses problems, consequences, and prevention of sexual violence.

Goal:

After completing the lesson, the student will be able to discuss human sexuality and how sexual behaviors affect health.

Learning Objectives:

1. Describe the male and female reproductive systems including the functions of the individual components of each system.
2. Explain various aspects of sexual health, including the human sexual response and responsible sexual behavior.
3. Explain common sexual problems.

Lesson 10: Reproduction and Contraception

Follows a pregnancy from the first trimester through birth, interpreting the changes that take place in the woman and in the fetus. Discusses contraception, as well as alternatives available when an unplanned pregnancy occurs.

Goal:

After completing the lesson, the student will be able to discuss the biological, psychological and social aspects of the reproductive process.

Learning Objectives:

1. Explain the process of human conception.
2. Compare various methods of contraception/family planning.
3. Discuss the options for a woman experiencing an unplanned pregnancy.
4. Discuss pregnancy from preconception care to childbirth.

Lesson 11: A Family Affair

Introduces the new baby and discusses the responsibilities of parenting. Addresses the issues of family health, including single parenting, and the growth, development and needs of the child at different ages.

Goal:

After completing the lesson, the student will be able to explain how parents provide a safe, healthy environment for the development of their children.

Learning Objectives:

1. Explain the importance of parenting to children's health.
2. Discuss genetic disorders and other risks most common to infants.
3. Compare changing family roles.
4. Analyze the needs of the child from infancy through childhood into adolescence.
5. Identify strategies for dealing with family violence.

Lesson 12: Managing Your Health

Examines the complexities of the modern health care delivery system in the United States. Interprets the physician/patient relationship and explains dental health and issues of dental care.

Goal:

After completing this lesson, the student will be able to discuss strategies for managing one's health within the health care delivery systems.

Learning Objectives:

1. Analyze factors that impact the decisions made by health care consumers.
2. Explain the importance of dental health for adults and children.
3. Analyze the health care delivery system in the United States.

Lesson 13: Other Paths: Complementary and Alternative Medicine

Explores the increasing use of complementary/alternative therapies and their relationship to allopathic medicine. Describes integrative medicine and offers glimpses of complementary practice.

Goal:

After completing this lesson, the student will be able to explain the role of complementary and alternative medicine in health care.

Learning Objectives:

1. Compare and contrast conventional Western medicine, complementary/alternative medicine, and integrative medicine.
2. Discuss common CAM therapies.
3. Discuss factors related to the selection of alternative therapies.

Lesson 14: Infectious Diseases

Traces the transmission and impact of infectious disease, both today and throughout the history of the world. Focuses on prevention of the spread of infectious disease through simple techniques as well as vaccines.

Goal:

After completing this lesson, the student will be able to explain infectious diseases, including methods of transmission, treatment, control and prevention.

Learning Objectives:

1. Explain the process of infection, including the agents of infection and the body's defenses against transmission.
2. Compare and contrast infectious diseases, including symptoms and treatment for each.
3. Explain the historical significance of emerging and re-emerging infectious diseases.

Lesson 15: Fighting A Global Epidemic

Examines HIV/AIDS, the spread of the disease, its human cost and potentials for vaccines. HIV/AIDS, one of many sexually transmitted diseases epidemic in the population, demonstrates issues of transmission and prevention of diseases spread primarily by sexual contact (STDs).

Goal:

After completing this lesson, the student will be able to explain the transmission, prevention, and treatment for sexually transmitted diseases, including HIV/AIDS.

Learning Objectives:

1. Describe the sexually transmitted diseases (STDs), including HIV/AIDS. Include symptoms, methods of transmission, prevention, and treatment for each.
2. Analyze the historical pattern of the HIV/AIDS epidemic, from its emergence to current trends, including research for a vaccine.

Lesson 16: A Healthy Heart

Explains the function of the heart and risk factors for heart disease. Identifies major cardiovascular diseases, their causes, symptoms and treatment. Discusses lifestyle changes that promote cardiovascular health.

Goal:

After completing this lesson, the student will be able to explain the major cardiovascular diseases and how individual health behaviors contribute to cardiovascular health.

Learning Objectives:

1. Describe the anatomy and physiology of the heart.
2. Explain the major cardiovascular diseases, noting the risk factors, development, symptoms, and treatments of each.
3. Analyze methods for promoting cardiovascular health.

Lesson 17: Coping with Cancer

Describes cancer, the importance of early diagnosis, various treatment modalities, research and the role of support groups and other complementary therapies as part of cancer treatment. Shares insights into the personal and emotional aspect of living with cancer.

Goal:

After completing this lesson, the student will be able to discuss how cancer develops and strategies for its prevention and treatment.

Learning Objectives:

1. Discuss the development of the most common types of cancer.
2. Explain risk factors for cancer, including strategies for prevention.
3. Explain methods for cancer treatment.

Lesson 18: Living with a Chronic Disease

Highlights health issues and lifestyle decisions faced by people living with chronic disease through the examples of asthma and diabetes. Looks at the importance of voluntary health organizations in the research, education, and treatment of disease.

Goal:

After completing this lesson, the student will be able to explain chronic diseases, including individual health behaviors that contribute to prevention, and methods for treatment.

Learning Objectives:

1. Analyze diabetes, including risk factors, causes, symptoms, and treatments.
2. Explain asthma, including causes and risk factors for this condition, its symptoms, and methods for treatment.
3. Discuss other chronic illnesses/conditions.

Lesson 19: Drugs

Investigates the use, misuse and abuse of drugs in society as well as the impact of drug abuse on the family. Emphasizes the misuse problems of prescription and over-the-counter drugs, including a factual understanding about the risks of drugs that are abused.

Goal:

After completing this lesson, the student will be able to explain the effects of drug use on individuals, families, and society as a whole.

Learning Objectives:

1. Analyze the effects of various drugs on the individual.
2. Explain problems resulting from drug use, misuse, and abuse.
3. Discuss the treatment of drug dependence.

Lesson 20: Alcohol

Examines the problems of alcohol use and efforts of prevention among various groups, including college students. The story of the progression to addiction, the problems of addiction and the search for sobriety as told by individuals addresses the many faces of the problem.

Goal:

After completing this lesson, the student will be able to explain the significance of alcohol use on individuals, families, and society as a whole.

Learning Objectives:

1. Describe the physiological effects of alcohol on the body.
2. Discuss the psychological effects of alcohol on individuals and families.
3. Compare and contrast the treatments for alcoholism.

Lesson 21: Tobacco

Illustrates the effects of tobacco on the body's systems, explains the incredible addictive properties of nicotine and the difficulties encountered when quitting. Demonstrates examples of smoking cessation programs and aids.

Goal:

After completing this lesson, the student will be able to explain the impact of tobacco use on both the individual and society.

Learning Objectives:

1. Describe the effects of tobacco on the individual.
2. Analyze the health benefits of stopping tobacco use.
3. Discuss individual smoking cessation programs as well as population-based interventions to eliminate tobacco use in the U.S.

Lesson 22: Staying Safe

Examines various aspects of safety and functioning in emergency situations, and measures to prevent injuries. Demonstrates alternative behaviors that are designed to lower the incidence of violence.

Goal:

After completing this lesson, the student will be able to explain preventative and emergency procedures that contribute to personal safety.

Learning Objectives:

1. Explain the factors that contribute to injuries in various situations, including types of injuries most often sustained and principles of injury prevention.
2. Describe actions one should take in an emergency situation.
3. Analyze the "epidemic" of violence in our society.

Lesson 23: Aging: Health Across the Lifespan

Follows the process of healthy aging and brings concepts to life through visits with the researcher and participants in the longest-term study of adult development ever undertaken. Discusses new developments in Alzheimer's Disease diagnosis, treatment and management.

Goal:

After completing this lesson, the student will be able to explain factors that affect the aging process and issues facing the elderly.

Learning Objectives:

1. Analyze the impact of aging on both elderly individuals and their families.
2. Discuss lifestyle behaviors that are important for maintaining health as we age.

Lesson 24: When Life Ends

Shares insight into the end of life as a natural part of living. Discusses hospice care, preparing for death, grief and the importance of organ transplantation as part the process surrounding the end of life.

Goal:

After completing this lesson, the student will be able to explain factors involved in the process of dying and grieving.

Learning Objectives:

1. Explain the issues surrounding the end-of-life.
2. Analyze the impact of death on grieving survivors.

Lesson 25: Our Planet, Our Health

Explores the interrelationship between the health of the individual and the health of the environment. Gives examples of huge environmental threats such as the global climate change, along with examples of both large and small projects that address environmental health problems.

Goal:

After completing this lesson, the student will be able to discuss how environmental conditions influence individual health as well as strategies for preserving the environment.

Learning Objectives:

1. Explain the interrelationship between the health of the environment and the health of the individual.
2. Explain the major environmental hazards affecting human health.
3. Discuss strategies for preserving the environment.

Lesson 26: World Health: The Journey Continues

Expands the vision of health beyond the familiar borders of the United States, and compares the health issues of the world with the issues experienced in the U.S. Offers students a broader definition of health and wellness and encourages them to continue their own “Journey to Health.”

Goal:

After completing this lesson, the student will be able to assess the relationship between global health issues and personal health.

Learning Objectives:

1. Explain the significance of global health issues to the individual.
2. Discuss strategies to improve global health.
3. Use acquired knowledge of health issues to assess personal health in order to make positive changes in health behavior.

ADVISORY COMMITTEES

JOURNEY TO HEALTH was developed through the efforts of many outstanding individuals dedicated to the education of students in the field of health and wellness. Among those who made a significant contribution to the project are these members of the advisory committees:

DCCCD COMMITTEE:

Avis Jamieson	Brookhaven College
Don Mathus	Eastfield College
Lona Parr	North Lake College
Rosemary Smith	Cedar Valley College
Bill White	Richland College

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Peter G. Snell, Ph.D.	University of Texas Southwestern Medical Center, Dallas
Clyde W. Yancy, M.D.	University of Texas Southwestern Medical Center, Dallas

THE DESIGN and PRODUCTION TEAM

*Veteran media professionals developed **JOURNEY TO HEALTH** in concert with a content specialist and members of professional and faculty advisory committees. Educators, producers, videographers, video and print editors, a musicologist, production coordinators, scriptwriters, multimedia specialists and an instructional designer comprised the production team for the series.*

CONTENT SPECIALIST - **Donna Beck Richards** has a long career as a registered nurse, educator and college administrator. She was Content Specialist for the award-winning telecourse “Living With Health.” With B.S. and M.S. degrees from Texas Women’s University and long time service with various health agencies, she brings a broad knowledge of the health status and concerns of the population.

PROJECT DIRECTOR - **Craig Mayes**, an award-winning producer-director, brings more than 30 years of production experience to this series. Recent projects have received the George Foster Peabody Award for Excellence in Broadcasting and the Benjamin Franklin Award for Excellence in Publishing. He directed the development of Dallas TeleLearning telecourses “Exploring Society,” “Shaping America,” and “Choices and Change.”

PRODUCER/DIRECTOR - **Julia Dyer** has worked in film and television for fifteen years, producing and directing in the entertainment and educational sectors. Her feature film, “Late Bloomers,” premiered at the Sundance Film Festival. “Voices In Democracy” and “Shaping America,” documentary telecourses produced by Dyer, were both honored with Platinum Best of Show Awards from the Aurora Competition.

INSTRUCTIONAL DESIGNER - **Martie Mooney** has 17 years of experience in teaching, training and educational design. She currently works with Dallas TeleLearning on the instructional design of telecourses and online multimedia courses. Martie has a B.A in Education from University of Arizona and a M.Ed. from the University of North Texas.

ASSOCIATE PRODUCER - **Angie Meyer’s** background in film and television includes production work for Paramount Pictures, Miramax Films and various commercial projects. A graduate of the University of Southern California, she has coordinated production of the “Shaping America” telecourse for Dallas TeleLearning and produced a program for the “America In Perspective” telecourse series.

RESEARCHER - **Karen Austen, Ph.D.**, an Associate Professor of Health and Kinesiology at Tarrant County College (Texas), brings her extensive background as researcher, faculty member, College Assistant Dean, and intercollegiate Head Coach to this series. She also provided the research for the award-winning telecourse “Living With Health.”

EXECUTIVE-IN-CHARGE - **Pamela K. Quinn**, President of DCCCD’s LeCroy Center for Educational Telecommunications, has more than 25 years of experience in distance learning, teaching, broadcasting and administration. With a B.S. from the University of Kansas and a M.S. from Texas A & M University at Commerce, she has served on and consulted with numerous national organizations promoting distance learning.



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