



## School of Health and Human Services

### *HLTH 110-Health in Today's World*

*Winter 2012*

### COURSE OUTLINE

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The Approved Course Description is available on the web <http://camosun.ca/learn/calendar/current/web>

⚡ Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records.

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**INSTRUCTOR:** Ros Giles-Pereira  
**PHONE & MAIL:** 250-370-3223 pereira@camosun.bc.ca  
**OFFICE HOURS** Room WT 223 (as posted or email/phone to organize time)  
**CLASS TIME:** Wednesdays 10:30 am – 1:20 pm  
WT 103  
**REQUIRED TEXTS:** Donatelle, R. J. & Thompson, A. M. (2011). *Health: The Basics* (5<sup>th</sup> Canadian ed.). Toronto, ON: Pearson Canada Inc.

*Health 110 Course pack*

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#### **Course Description**

This one semester course offers the student information and practical assistance relating to health maintenance and promotion. Health/wellness is viewed as an interaction between physical, emotional, social, mental, spiritual, occupational and environmental dimensions, with choices in one dimension affecting all of the others.

#### **Learning Outcomes**

Upon successful completion of this course, the learner will be able to:

1. Demonstrate an awareness of all dimensions of health as they affect, and are affected by, lifestyle choices.
2. Identify and assess factors that influence health, based on a sound body of valid and current information.
3. Use an effective planning process to develop an action plan to change behaviour.
4. Demonstrate analytical and critical thinking through implementation of a health-related lifestyle change.

#### **Course Content**

In this course, you will be exposed to accurate, up-to-date information about topics and issues related to health. We will explore topics such as physical activity, nutrition, weight management, mind-body, stress management, substance use, sexually transmitted infections and birth control. Health/wellness is viewed as an interaction between physical, emotional, social, mental, spiritual, occupational and environmental dimensions, with choices in one dimension affecting all of the others. You will be encouraged to identify choices that contribute to health and those which do not. Guidelines and tools for changing behaviour will be discussed and you will have the opportunity to monitor, understand, and see how you can have an effect on the choices that influence your health. This course takes a practical, personal approach to health promotion.

## Basis of Student Assessment (Weighting)

### Assignments & Exams:

Health Log & Nutrition Analysis <b>Due: Jan 25</b>	10%
Assignment #1 <b>Due: Feb 1</b>	20%
Assignment #2 <b>Due: March 14</b>	20%
Exam #1 <b>Feb 15</b>	20%
Exam #2 <b>April 11</b>	15%
Homework <b>Per course schedule</b>	15%
<b>Total</b>	100%

**GRADING SYSTEMS** <http://www.camosun.bc.ca/policies/policies.php>

### Standard Grading System (GPA) Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; as a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

### Learning Supports & Services for Students

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Student Services or the College web site at <http://www.camosun.bc.ca>

### **Student Conduct Policy**

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section. <http://www.camosun.bc.ca/policies/E-2.5.pdf>

### **Academic Integrity**

The School of HHS is committed to competence, professionalism and integrity in our students and developing their core skills to succeed throughout their academic programs and in their careers. The purpose of these guidelines is to provide clear expectations of appropriate academic conduct and to establish processes for discipline in appropriate circumstances. It is the student's responsibility to become familiar with the content and the consequences of academic dishonesty.

Camosun College's Plagiarism: Definition and Consequences Policy (E-2.5.1)

<http://camosun.ca/about/policies/education-academic/e-2-student-services-&-support/e-2.5.1.pdf>

### **HLTH 110 Course Guidelines:**

- Scheduled assignments and homework are due at the beginning of class. Late assignments and homework will not be accepted without a Dr's or counselor's note.
- In exceptional circumstances, students may arrange with the instructor for an extension of an assignment/homework **before** the due date. A Dr's or counselor's note may be required.
- Homework and assignments will not be accepted by e-mail except in exceptional circumstances.
- If a student is sick, homework or assignments can be e-mailed to the instructor by the class starting time to demonstrate completion of the homework or assignment. A hard copy will need to be handed in when the student returns to class.
- Exams will not be rescheduled without a Dr's or counselor's note.
- Students are expected to use respectful behaviour and respectful communication.

# Welcome to Health 110!

**HLTH 110 – COURSE SCHEDULE W12 - 006**

subject to change

WEEK	TOPIC	READINGS and HOMEWORK
Jan 11	Introduction to HLTH 110 The seven dimensions of health	Ch. 1 <b>* Start Health Log &amp; Nutrition Analysis Assignment</b>
Jan 18	Behaviour change Goal Setting	Ch. 1 <b>DUE: HW#1</b> <b>* Start Behaviour Change Assignment #1</b>
Jan 25	Sleep Nutrition <b>DUE: Health Log &amp; Nutrition Analysis</b>	Ch. 5 <b>DUE: Health Log &amp; Nutrition Analysis (10%)</b> Course pack
Feb 1	Nutrition <b>DUE: Behaviour Change Assignment #1 (20%)</b>	Ch. 5 Course pack <b>DUE: BC Assign #1 (20%)</b> <b>Bring food label to class</b>
Feb 8	No class—keep time open for meeting re: Assignment #1	<b>Work on BC Assign #2 observations</b>
Feb 15	Personal Fitness Weight Management	Ch. 4 Ch. 6 <b>DUE: HW#2</b> <b>Work on BC Assign #2 observations</b>
Feb 22	<b>Exam #1 (20%)</b> Psychosocial Health	Ch. 2 <b>Exam #1 (20%)</b> <b>Work on BC Assign #2 observations</b>
Feb 29	Optimism / Pessimism Mind-body Disordered Eating	Ch. 2 Course pack <b>DUE: HW#3</b> <b>Work on BC Assign #2 observations</b>
Mar 7	Stress Stress Management	Ch. 3 Course pack <b>DUE: HW#4</b> <b>Work on BC Assign #2 observations</b>
Mar 14	Mental Health Disorders Spiritual Health <b>DUE: Behaviour Change Assignment #2 (20%)</b>	Ch. 2 Course Pack <b>DUE: BC Assign #2 (20%)</b>
Mar 21	Sexually Transmitted Infections / Birth Control	Ch. 7 & 8 Course pack <b>DUE: HW #5</b>
Mar 28	Addiction & Substance Use	Ch. 9 & 10 Course pack <b>DUE: HW#6</b>
April 4	Diabetes Cardiovascular Disease, Cancer Exam Review	Ch. 11 & 12 Course pack
April 11	<b>Exam#2 (15%)</b> Course Wrap Up	<b>Exam #2 (15%)</b>

### Health Log and Nutrition Analysis Assignment (10% of final grade)

**Purpose:** The purpose of the health log is to increase personal awareness of behavior patterns. The purpose of the nutrition analysis is to heighten awareness and learn about the basics of nutrition.



**Format:** Use a format that works for you regarding the health log: e.g. handwritten journal entries, handwritten using the appropriate pages in the course pack, or a computer generated log. Please ensure that your handwriting is legible. A hard copy of the nutritional analysis from the '**Choosemyplate.gov**' website is required along with handwritten pp.2,3,4 from the HLTH 110 course pack.

**Due Date:** start of class on the date specified in the course schedule.

**HEALTH LOG PROCESS:** Follow the instructions below.

MARKS ___/5	INSTRUCTIONS
	<b>For 7 days. Ensure to record specific dates (i.e. Sept. 12/11).</b>
<b>Health Logging</b>  <b>3.5</b>	<b>Each Day:</b> Briefly record hours of sleep, time to bed, time up, intake of food, water, pop, caffeinated beverages, alcohol, substance use, physical activity, and self-talk (generally negative and/or generally positive). <i>Self-talk: What you tend to say to yourself</i>
<b>Appreciation Logging</b>  <b>1</b>	<b>Each day:</b> Write down one thing you appreciate about yourself <b>and</b> one thing you appreciate about anything or anyone else. <i>e.g. I appreciate my ability to listen to a friend. I appreciate my partner taking the dog for a walk each morning.</i>
<b>Self- Reflection</b>  <b>.5</b>	At the bottom of your course pack log page or at the end of your journal: <ol style="list-style-type: none"> <li>1. Write down 2 personal strengths that you noticed.</li> <li>2. Write down 2 areas where you could potentially reach more optimal levels of health.</li> </ol>

**IMPORTANT NOTES:**

-  The information that you share in your health log and nutrition analysis is confidential.
-  If recording any of the above behaviour becomes an unhealthy activity for you, discontinue observing that specific behaviour.

**NUTRITION ANALYSIS PROCESS:** Follow the instructions below.

MARKS ___/5	INSTRUCTIONS
	<b>Refer to pp. 2, 3 &amp; 4 in HLTH 110 course pack.</b>
	Go to <a href="http://www.choosemyplate.gov">http://www.choosemyplate.gov</a> Go to ' <i>Analyze my diet</i> ' on the right side of webpage under ' <i>I want to</i> '.
	Go to <i>Assess your food intake</i> . Log in (you may need to try various combinations to log in)
	Enter 1 day's intake of food. <i>Save and Analyze</i> .
	Go to ' <i>Analyze your food intake</i> ' at top of page.
	Go to ' <i>Nutrient Intakes</i> '. Calculate Nutrient Intakes from Food.
<b>1</b>	Print and hand in a copy of your nutritional analysis with this assignment

	This website will not save your analysis. Please complete and print in one step.
	Check protein, saturated fat, fiber, calcium, B12, iron, & sodium intake on your analysis.
<b>3.5</b>	Complete pp. 2 & 3 in course pack.
<b>.5</b>	Calculate the % of carbohydrates/fats/protein in 1 day's intake of food-use p.4 in course pack

### **HEALTH 110 – BEHAVIOUR CHANGE ASSIGNMENT #1 – 20%**

**PURPOSE:** This assignment will assist you to understand the initial steps in changing behaviour.

**PROCESS:** Read pages 14-26 in your textbook *Health: The Basics* (5<sup>th</sup> Canadian edition).

**DUE DATE:** **The start of class on date specified in course schedule.**

Hard copy required, approximately 7-10 pages typed and double spaced (title page is not required). Length may vary depending on your observations. Marks will not be deducted if your assignment is over 10 pages.

**Do not use essay form.**

MARKS	INSTRUCTIONS
2	1. <b>Target behaviour.</b> State the target behaviour you would like to change. <i>Benefits:</i> What are 4 potential benefits you may experience when you change this behavior?
1	2. <b>Read p. 16 'Are You "Staged" for Change' in the text</b> a) On completion of Behaviour Change Assignment #1, at what 'stage of change' will you be? b) On completion of Behaviour Change Assignment #2, at what 'stage of change' will you be?
8	3. <b>Observations:</b> * <i>this is your behaviour <u>before</u> making any changes</i> Record your specific <b>daily</b> observations regarding your target behaviour for <b>7 days</b> . <b>Include the specific dates</b> with your observations. Include both qualitative (eg. feelings) and quantitative (eg. numbers) information in your observations.
4	4. <b>Analysis:</b> * <i>see p. 24 in text</i> a) Identify 2 patterns that you notice in your observations. b) How frequently is your behaviour occurring? c) How long has your behaviour looked like this? d) How serious are the consequences of this behaviour e) What do you think is the basis for this behaviour? f) What are the triggers (antecedents) for this behaviour?  5. <b>Factors that Influence your Behavior.</b> * <i>see p. 15 in text and handout 'Health 110 Behaviour Change' from class</i> a) Briefly discuss the major predisposing factors influencing your behaviour b) Briefly discuss the enabling factors (positive and negative) influencing your behaviour * <i>include your strengths under positive enabling factors</i> c) Briefly discuss the reinforcing factors (others/yourself) influencing your behaviour
8	6. <b>Goals:</b> a) State your long term goal(s). b) State your short term goals (minimum of 3). <b>Make sure they are SMART goals (specific, measureable, adjustable, realistic, time-based)</b> * <i>include specific dates with each goal</i> * <i>use positive, definite language</i>
12	7. <b>Action Plan:</b> Create an action plan using all of the strategies and techniques discussed in class ( <b>shaping, visualization, controlling the situation, modeling, self-talk, and rewards</b> ) * <i>see pg. 21 in text and handout from class 'Health 110 Behaviour Change'</i> * <i>Be specific and practical. Include the details of <u>how</u> you will make this change</i>

<b>1 4</b>	8. a) Include a reference page for any resources used in this assignment (minimum of 1) b) Use of correct grammar and spelling
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### HEALTH 110 – BEHAVIOUR CHANGE ASSIGNMENT #2 – 20%

**PURPOSE:** This assignment will assist you to develop the knowledge and skills to make positive lifestyle changes now, and in the future.

**DUE DATE:** The start of class on the date specified in the course schedule.

Hard copy required, approximately 8-12 pages typed and double spaced (title page is not required). Length may vary depending on your observations. Observations can be handwritten. Marks will not be deducted if assignment is over 12 pages. **Do not use essay form.**

MARKS	INSTRUCTIONS
<b>1</b>	<p>1. <b>Introduction:</b></p> <p>a) State the target behaviour you decided to change in assignment #1.</p> <p>b) State your <b>goals</b> (short term and long term) from assignment #1. You can 'copy and paste' goals from assignment #1</p> <p>c) State the <b>revisions</b> you made to your goals. (If you did not make any revisions, state this fact)</p> <p>d) State your <b>plan of action</b> from assignment #1. You can 'copy and paste' from assignment #1</p> <p>e) State the <b>revisions</b> you made to your plan. (If you did not make any revisions, state this fact)</p>
<b>12</b>	<p>3. <b>Observations:</b></p> <p>Carry out your plan for <b>21 days</b>. Record your specific <b>daily</b> observations. <b>Include the specific dates. (21 day minimum).</b></p> <p><i>* Include qualitative and quantitative observations</i></p> <p><i>* Include your use of strategies from your action plan</i></p>
<b>4  10</b>	<p>4. <b>Evaluation and Impact:</b></p> <p>a) Evaluate the effectiveness of your plan. Which strategies were most helpful? Why? Which were not helpful? Why?</p> <p>b) Discuss how the change you made over the 21 days <b>had</b> an impact on each dimension of your health (physical, mental, spiritual, social, emotional, occupational, and environmental). Discuss each dimension.</p> <p><i>* back up with evidence from your observations</i></p>
<b>6  2</b>	<p>5. <b>Discussion and Conclusion:</b></p> <p>a) Discuss what you have learned from completing assignment #1 and #2. Even if you were not completely successful in meeting your goal(s), you may have learned something valuable about behaviour change, yourself, your social supports, and your needs that will be useful to you in the future. (include a minimum of 6 points)</p> <p>b) What personal strengths have you become more aware of? (<i>at least 2 strengths</i>)</p> <p>c) If you had the opportunity to try making this particular behaviour change again, what would you do</p>

	differently? <i>* be specific</i>
1 4	6. a) Include a reference page for any resources used in this assignment (minimum of 1) b) Use of correct grammar and spelling

## **Homework** (15% of final grade) **10 marks each**

A typewritten, hard copy (unless filling in pages from the course pack) is due at the beginning of the class assigned. See the course schedule for due dates. **Homework will not be accepted after the class without a Dr.'s or counselor's note. Homework will not be accepted by e-mail except in exceptional circumstances (see course guidelines).**

If you use a resource that is different than the resource given in the homework instructions, make sure that you reference it.

### **HW1. Part I**

- Read 'A Wake-up Call on Sleep and Health' (p.5 course pack).
- Go to website for **National Sleep Foundation**: [www.sleepfoundation.org](http://www.sleepfoundation.org)
- Under **Sleep Topics** go to **Healthy Sleep Tips**.

- a) Which strategies are you currently practicing?
- b) Which strategies could be helpful that you are not currently practicing?
- c) What could be 3 potential benefits for you from practicing the strategies suggested in b)?
- d) What is 1 practical and realistic change you could make, now, in regard to sleep?

### **Part II**

Read the article 'Sugar Overload' on p. 9 in your course pack.

- a) What are at least 4 health reasons for the recommendation to cut back on added sugars?
- b) What is the general recommended amount of added sugars per day for women? men? (tsp&gms)
- c) How many grams of sugar are in 1 teaspoon of sugar?
- d) Read through the chart 'Tout de Sweet' p. 9 of the article. In regard to amount of added sugars, which food on the chart was most surprising for you?
- d) What is 1 practical, and realistic, change you could make to decrease the added sugars in your diet?

### **Part III**

APA style: use the handout 'Basic APA Style – References' from class

- a) How would you reference the article in your course pack 'Sugar Overload' on a reference page?
- b) How would you reference the website [www.sleepfoundation.org](http://www.sleepfoundation.org) on a reference page?

### **Part IV**

Go to the D2L website for Health 110 and forward messages to the e-mail address that you use the most often.

\*Go to your D2L *My Home* page/Click on **Preferences** on the left/ Open the **Email** tab on the right/ Scroll down to **Forwarding options** - follow instructions.

State that you have completed this step.



## HW2. Part I

Read chapter 5 in your text.

1. Complete the questionnaire 'What's your EQ' on p. 104 of your text.
  - a) What is 1 question you have in regard to nutrition after completing this questionnaire?

### Hw #2 CONTINUED ON NEXT PAGE

2. **Vitamin D:** Read p.110 in text, p.17 in course pack.
  - a) Why is Vitamin D important?
  - b) How much Vitamin D (IU) is recommended for your gender and age group? **Guidelines have recently changed – see p.15 in course pack.**
  - c) Why can it be difficult for Canadians to obtain enough Vitamin D throughout the year?
  - d) What foods are you eating that contain Vitamin D? What is 1 change you could make to ensure that you are obtaining enough Vitamin D? (see p.110 in text, p.17 in course pack )
3. **Sodium:** Read p. 119 in text and p. 27 in course pack
  - a) What are at least 3 potential health concerns when an individual consumes excess sodium?
  - b) When you add 1 teaspoon of salt to your meal, how many mg. of sodium have you added?
  - c) The general recommended 'adequate intake' is 1500 mg/day. What practical strategies could you use/continue to use to keep sodium levels low? (at least 2 strategies)
4. **Omega 3 Fatty Acids:** Read through the article 'Studies find new Omega-3 benefits' p. 31 in course pack. We will be discussing this in class. (just read and think about this)

## Part II

**Daily Menu Plan:** read the **New** Canada Food Guide 2007 pp. 106, 109 in your text.

Use the **Sample Menu** on p. 35 in your course pack:

- How many servings of the different food groups are recommended for your age and gender? (include this on p. 35 from your course pack)
- Create and hand in a realistic daily menu plan (sheet provided in course pack- p. 35) Include your personal recommended # of servings from the New Canada Food Guide 2007 for each food group on the sheet. Include the # of servings for each food group from your sample menu on the sheet. Include the approximate amount of water recommended for you on the sheet. \* **make sure you include some protein at each meal and snack**

## Part III

Read '10 ways to make exercise a lasting part of your life' on p. 37 in your course pack.

- a) Which strategies are you currently practicing?
- b) Which strategies could be helpful that you are not currently practicing?
- c) What are 3 new physical activities that you might enjoy? (see p. 38 in course pack 'Workouts')
- d) What is 1 small, practical change you could make now, in order to increase your physical activity?
- e) Do you think that meeting with a personal trainer at Camosun could be helpful for you? Why?/Why not?

## Part IV

- a) Read p. 86 in your text: 'Physical Activity for Healthy Living: How Much is Enough?'

- The intensity of the physical activities engaged in for **cardiorespiratory** endurance significantly influences the frequency and time needed for health benefits. How much time is suggested for light effort/moderate effort/ intense effort? (just read and think about this)
- We will be creating a FIT (Frequency, Intensity, Time) table in class for: cardiorespiratory endurance (pp. 84-85 in text), muscle strength & endurance (pp. 89-90 in text), and flexibility (p. 91 in text). Read through these pages. (just read and think about this)

**CONTINUED ON NEXT PAGE**

**Example:**      Flexibility  
**Frequency** (how many days each week): 4, preferably 7, days/week  
**Intensity:** mild discomfort  
**Time** (duration/reps/sets):      10-30 seconds/2-3 times

**Part V**

1. Read through '*Risk Factors for Obesity*' pp. 146-148 in your text.
  - a) Which of these factors could potentially make healthy weight management challenging for you?
  - b) What are 5 things that can influence your BMR (basal metabolic rate)? see pp. 147, 148
2. Read through the article '*Under the Influence*' p. 43 in the course pack
  - a) What are 3 things you learned about, or found interesting, in this article?

**Part VI: How many calories does your body need each day?      **see p. 41 in the course pack****

- a) Calculate your Basal Metabolic Rate (BMR) using p. 41  
\_\_\_\_\_ Calories/hour      \_\_\_\_\_ Calories/day
- b) Calculate your lower and higher percentage values for your activity level using p. 41  
\_\_\_\_\_ Calories/day      -      \_\_\_\_\_ Calories/day
- c) Calculate your total daily energy output using p. 41  
\_\_\_\_\_ Calories/ day      -      \_\_\_\_\_ Calories/day to stay in energy balance
- e) Are you consistently *under*, *over*, or *in balance* with your daily Calorie (energy) intake?
- e) What is 1 practical suggestion for you to help keep your body in energy balance?

**Part VII: Have you started your observations for assignment #2?**

For students interested in other articles on weight management see articles on **HLTH 110 e-reserve in library**

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**HW3. Part I**

Mental Health Fitness Tips: Go to the Canadian Mental Health Association website: [www.cmha.ca](http://www.cmha.ca)

Under '*your mental health*' at top of the page, go to '*take care of the mind*'.

- a) Read through '*meaning of mental health*'. What has shifted in recent years in regard to mental health?
- b) Take the '**Health Meter Test**'. **Print out and hand in your results.**
- c) Go to *Mental Fitness Tips* (also on p. 35 of text):
  - Write down 2 strategies you are already using. Write down 2 strategies that could be helpful for you.

## **Part II**

1. Read through '*Wellness modules*' (pp. 61- 68 in the course pack)
  - a) Complete questionnaire on p. 64 in course pack. **Include your score in your homework.**

### **CONTINUED ON NEXT PAGE**

2. Read '*Explanatory Style and Health*' p. 52 in the course pack. Read p. 37 in the text.
  - a) Briefly define explanatory style.
  - b) Does Dr. Martin Seligman believe that explanatory style can be changed?
  - c) List 1 potential mental effect of positive explanatory style and 1 for negative explanatory style. **Cont'd on next page**
  - d) What is one way that pessimistic explanatory style might have an impact on the immune system?
3. Read '*Managing your moods can benefit your health*' p. 59 in the course pack.
  - a) What are 4 techniques which are suggested to help establish emotional balance when emotions seem overwhelming?
  - b) Which of these 4 techniques would you find the most useful?
4. Read '*Strategies for stress management*' on p. 75 in your course pack.
  - a) Think of a stressful situation from the past year. Write it down, briefly.
  - b) How did you manage your stress? **Cont'd on next page**
  - c) After reviewing the strategies in this article, what 3 new strategies could you have tried to help manage the stress if you were back in that situation? (be realistic)
5. Read 'Handle Stress for a Better Memory' p. 73 in course pack.
  - a) Excess or prolonged levels of the stress hormone, cortisol, can potentially impair memory. Which of the strategies, suggested in this article, are your strengths? Which of these strategies, that you are not practicing, could potentially be helpful?

**Part III: Questionnaires:** Complete and **hand in** pp. 69(stress), 71(hardiness) in your course pack

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## **HW4. Part I:**

Practice using the ABCDE model discussed in class (p. 58 in course pack) to reframe your self-talk to a more optimistic explanatory style:

**(A)** Write down a stressful situation you have encountered over the last few months. Choose a situation where your self-talk (explanatory style) was fairly pessimistic.

**(B)** Write down what your self-talk was (or the way you explained it to yourself- **thinking**).

**(C)** Write down what your **feelings** and **actions** were.

**(D)** Then go to B and challenge your self-talk. Make it more optimistic and write it down. *Think of permanence, pervasiveness, personalization*

**(E)** What do you think your **feelings** and **actions** would have been if you shifted to this more optimistic explanatory style?

**Part II:**

Read '10 Depression Myths Debunked' p.78 in course pack and pp. 43-48 in your text.  
Answer the following questions:

1. What is the difference between clinical depression and feeling 'the blues'?
2. What is exogenous/endogenous depression?
3. What are the symptoms of clinical depression?
4. Under 'Anxiety Disorders' (pp. 45-46 in text), what 4 groups of disorders are included?
5. Go to the fact sheet on 'Generalized Anxiety Disorder' at the [www.heretohelp.bc.ca](http://www.heretohelp.bc.ca) website.  
<http://www.heretohelp.bc.ca/publications/factsheets/gad#what>
  - a) When does worry become 'generalized anxiety disorder (GAD)'
6. Why do you think that the 'college years' might be psychosocially challenging? (1 or 2 ideas)

**Part III**

1. Read pp. 32 -34 in the text.
  - a) According to the text, what 4 main themes does spirituality address?
  - b) What is 1 thing that **you** do that fosters 'interconnectedness'?
  - c) What is 1 thing that **you** do that fosters 'spirituality as part of everyday life'?
  - d) What is 1 thing that **you** do that fosters 'living in harmony with our community'?
2. Read "Mindfulness" p. 80 in course pack.
  - a) What are the potential benefits of practicing 'mindfulness'?
  - b) **Practice mindfulness** during 1 activity during your day. **In 3 sentences explain** your experience. (can be practiced during any activity, does not have to be meditation)
  - c) Create a place in your mind where you feel peaceful and relaxed. **Briefly describe it.**
3. For another perspective on spiritual health read '*Spiritual Health*' p. 79 in the course pack.
  - a) Identify a way that one of the other dimensions of your health (not spiritual) might benefit if you spent some time reflecting on the questions in the bottom circle.
4. Complete the '*Health of the human spirit-exercise*' on p. 81-82 in the course pack (this can be quite personal information- marked for completion, not content). Choose at least 4 sections to think about and fill in. **Do not use names. \* hand in the sheet\***

\* For students who are interested in other articles see '*Spiritual fitness*', '*The benefits of mindfulness*', '*Positive Emotions, Spirituality and the Practice of Psychiatry*', 'on HLTH 110 e- reserve in the library.

**HW5. Part I**

1. **Caffeine:** Read through pp. 277-278 in your text.
  - a) What are the symptoms of caffeine intoxication (caffeinism)?
  - b) How many milligrams/day of caffeine is considered 'moderate use' according to your text?
  - c) Does caffeine meet the requirements for the classification of 'addictive'?

2. Read the article '*Caffeinated energy drinks: a growing problem*' on the NIH Public Access website.

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2735818/>

- a) See **Section 4** on caffeine toxicity/overdose. Why may the potential for acute caffeine toxicity, due to consumption of energy drinks, be greater than with other dietary sources of caffeine?
- b) See **Section 7** on the use of caffeine and alcohol. Why is there concern that participant's perception of impairment of motor coordination was reduced with ingestion of a caffeinated energy drink with alcohol?
- c) Do you think it should be mandatory for companies to include the amount of caffeine in each serving of food or drink? Briefly state why.

*\*For students interested in learning more about the pros/ cons of caffeine, read the article 'Caffeine' on the HLTH 110 e-reserve in the library.*

## **Part II**

**Complete the True/False questionnaire on alcohol on p. 83 in your course pack.** (read pp. 255-270 in text -not all of the questions will be answered by the text) **Hand in sheet**

*\* For students who are interested, read the articles on the HLTH 110 e-reserve in the library 'Binge drinking in young adults: data, definitions, and determinants', 'Canadian data reveals more harm than good from moderate drinking', 'Moderate alcohol intake and cancer incidence in women'.*

*\* For students who are interested, a helpful website for making changes in substance use is [http://www.heretohelp.bc.ca/sites/default/files/you\\_and\\_substance\\_use\\_workbook.pdf](http://www.heretohelp.bc.ca/sites/default/files/you_and_substance_use_workbook.pdf)*

**HW6. Complete the questionnaire on cardiovascular disease, cancer and diabetes on p. 91 in your course pack.** (use chapter 11 in your text, and the article 'Research Reveals New Ways to Fight Diabetes' p. 89 in your course pack) **Hand in the sheet**

YOU ARE FINISHED!!!!!!!!!! 😊