

CHS 421 Health and Wellness Across the Lifespan

Wintermester 2019

Number of Credits

3

Instructor

Lindsey Dermid-Gray

Lindsey Dermid-Gray received her Master's in Public Health from UNR in 2009. She currently oversees the Statewide Breastfeeding Program through the Department of Public and Behavioral Health. As her expertise and interest is in Maternal and Child Health issues with an emphasis on social justice and health equity, this course will focus largely on these areas.

Catalog Description

Exploration of developmental processes and life events which impact health and wellness from childhood through late adulthood (Capstone course). (Formerly HE 421; implementation Fall 2009)

Prereq(s): Junior standing, and ENG 102; CH 201.

Recommended: CHS 101 Introduction to Community Health; CHS 211 Technical Writing in the Health Sciences

Required Textbooks/Materials

No textbook is required. All readings and podcasts assigned will be listed in WebCampus.

Student Learning Outcomes

Upon completion of this course, students will be able to do the following:

Integration and Synthesis

1. Conduct a review of the epidemiological data and scholarly literature, synthesizing the information into formal research papers about health disparities, life course perspective and public health interventions.
2. Make program, policy, and research recommendations for a specific health topic after completion of a comprehensive review of epidemiological data and scholarly literature.

Diversity and Equity

3. Analyze historical, cultural and structural/societal factors leading to inequities in health status, outcomes, exposures, behaviors and access.
4. Describe the impact that low socioeconomic status has on health across the lifespan.

Critical Analysis and Use of Information

5. Critique existing programs and policies based on knowledge of risk and protective factors for a variety of health issues
6. Describe the leading causes of death and disability in each stage of the lifespan in the United States and the individual, social, and environmental factors that influence individual and community health across the lifespan
7. Relate course concepts to current public health events.

Effective Composition and Communications

8. Demonstrate mastery of scholarly writing skills and APA documentation style in formal research papers.

First Week of Materials/Assignments

The following schedule is subject to change:

January 2: Introduction: Meet online from 5:00–6:00 p.m. (mandatory)

January 3: Theories of Development, Determinants of Health
Readings: Bournhonesque and Mosbaek; Lynch and Smith article (pages 1–7); Alwin and Wray article; Bolig et al. chapter

January 4: Health Disparities and Health Equity
Readings: Closing the Gap in Black and White Birth Outcomes; It's Not Just About Bad Choices; Scientists Find Alarming Deterioration in DNA; and Explaining White Privilege to a Broke White Person

Course Details

Students must be able to meet online for **three dates**:

1. Wednesday, January 2, from 5:00–6:00 p.m.
2. Monday, January 7, from 5:00–6:00 p.m.
3. Tuesday, January 15, from 5:00–6:00 p.m.

If you are unable to attend these dates, you will not be able to enroll in this course.

The course final exam will be taken online through Examity. Students will be able to schedule their own exam to be taken between January 16 and January 18.

This course considers public health topics from a life course perspective. We will review leading causes of death and other significant health and development topics across the lifespan and explore the individual, social, and environmental factors that determine health status. Students will be guided to identify health inequities across the lifespan and, using the life course approach, explore the factors that lead to them. For the health topics discussed, students will learn about public health interventions, including, but not limited to, education, policy and environmental changes.

Grade Breakdown

The point distribution for the course is:

Assignment	Points
Video Activities (three worth 10 points each)	30
Five Wishes End of Life Care Booklet	25
Research Paper (12 pages in length)	100
Exam	100
<i>Total</i>	<i>255</i>

The percentage distribution for the course is:

Letter	Percentage
A	94–100
A-	90–93
B+	87–89
B	84–86
B-	80–83
C+	77–79
C	74–76
C-	70–73
D+	67–69
D	64–66
D-	60–63
F	below 60