

American University of Beirut
Spring 2024
Department of Health Promotion and Community Health
Faculty of Health Sciences- AUB
HPCH 201: Health Awareness & Behavior, 3cr.

Course Instructor

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

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

Class time and location:

Tuesdays and Thursdays Section 1 2:00- 3:15, Section 2, 3:30- 4:45, Room 101, Van Dyck

Course Resources

- Edlin, G., Golanty, E. (2014). Health and Wellness, Jones and Bartlett Publishers, 12th Edition with updated slides by Dr El Kak, 2023
- Bou-Hamad I, Hoteit R, Harajli D (2021) Health worries, life satisfaction, and social well- being concerns during the COVID-19 pandemic: Insights from Lebanon. PLoS ONE 16(7): e0254989. <https://doi.org/10.1371/journal.pone.0254989>
- El-Kak, F.H., Caroline Succar (2017): Sexual violence in Lebanon: Testimonies in the shadows. Published by *Diakonia* and Swedish Agency for International Development
- Sexual reproductive health and rights (2019), UNFPA
- <https://sdgs.un.org/goals>

Course Description

This course in health awareness and behavior introduces students to modern concepts and understanding of holistic health and dimensions of health and wellness. It aims to provide students with an up- to- date knowledge on contemporary health issues to help shape their perceptions, attitudes, and behaviors that will ultimately lead to higher levels of health and wellness, and reduce vulnerability to illness and disability, within a framework of human rights. This is achieved through a dynamic and interactive classroom setting engaging students in critical assessment around their attitude, knowledge, and lifestyle behaviors. The course will encourage students to participate in open class discussions, material presentations, class debates around issues related to students' health perceptions, daily health habits, behavior, and national and global public health matters. Ultimately, students are expected

to examine their attitudes toward health issues, encouraged to engage in health behavioral change, and to reinforce/promote a healthier lifestyle and make informed decisions that will not only prevent or delay the onset of certain health conditions, but also promote holistic health and wellness.

Learning Objectives

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

1. Define and acknowledge various dimensions of health and wellness and preventable life events leading to illness and disability through a holistic approach and explain current models for behavioral change.
2. Identify social determinants of public health through local and global lenses (including gender, social justice, culture, commercial determinants, and conflict) and describe their influence on health and wellbeing.
3. Discuss contemporary health issues facing young people and challenge notions of injustice, inequity, moral panics, and marginalization.
4. Describe measures at a personal level to prevent common health problems and promote wellbeing.

Teaching Methodology

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

Course requirements and student evaluations:

Class participation/presentations/discussions (Objective 1,2):

Student comes to class prepared; contributes readily to the conversation but doesn't dominate it; makes thoughtful contributions based on the literature that advance the conversation; shows an interest in and respect for others' contributions; participates actively in all groups and follows local and global health issues **15%** (Unless university regulation recommends other regulations depends on circumstances)

- Mid-term exam (Objectives 1, 2, 3): Includes the first covered half of the course in MCQ format. **40%**

- Final exam (Objectives 3,4,): Covering the new material after midterm. It includes an MCQ part (40% of the grade) and reflection on a case discussion (60% of the grade)
45%

Example: Students will be evaluated based on the following:

	Assessment	Percent	Linked to objectives:
A.	Participation, material preparation and presentation, and engagement in class activities	15%	Objectives 1,2
C.	Midterm Exam	40%	Objectives 2, 3
D.	Final Exam	45%	Objectives 4, 5

AUB/FHS policies

✓ Attendance

- *Class attendance is mandatory in person and online (if university administration advises so). As per the rules of the university. "" Students who miss more than one-fifth of the sessions of any course in the first ten weeks of the semester (five weeks in the case of the summer term) are dropped from the course if the faculty member has stated in the syllabus that attendance will be taken."*

✓ Academic Integrity

- *Academic integrity is a core principle to our educational heritage of success and excellence. The AUB student code of conduct is available on the following web page <https://www.aub.edu.lb/sao/Documents/Student%20Handbook%202016-2017.pdf>*
- *Education is demanding and time management is essential. Do not hesitate to use the resources around you but do not cut corners. Cheating and plagiarism will not be tolerated. Please review the Student Code of Conduct in your handbook and familiarize yourself with definitions and penalties. If you're in doubt about what constitutes plagiarism, ask your instructor because it is your responsibility to know. AUB has a strict anti-cheating and anti-plagiarism policy. Penalties include failing*

marks on the assignment in question, suspension or expulsion from university and a permanent mention of the disciplinary action in the student's records.

✓ *Students with Disabilities:*

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

✓ *Non-Discrimination - Title IX - AUB*

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

COURSE MODULES

Module I: Promoting my health and wellness: Challenges, obstacles, and opportunities. A case study with group discussion on "Achieving and maintaining wellness" (Chap 1, 2,3) (Objectives 1)

Module II: Taking care of your mental health and wellbeing: Approach to understand stressors, coping strategies, and balance. Class discussion of 3 scenarios (Chap 3, 4, assigned readings) (Ob 2)

Module III: You are what you eat: Towards healthier eating and body weight. Case study on youth emotional eating (Chap 5, 6) (Ob 2, 3)

Module IV: Global health matters: Social determinants of health and disease, COVID-19 pandemic, Gender inequities/injustice, SDGs2030, ethical issues in aging and dying. Discussion of examples on violence and maternal mortality (Chap 22, 23, assigned readings) (Ob 4,5)

Module V: Lifestyle as a predictor of health wellbeing and illness (Chap, 13, 14, 16) (Ob 5)

MIDTERM March 12 (Modules I-IV)

Module VI: Sexuality sexual reproductive health and rights: From the global perspective to the personal understanding. 3 case discussions stigma, moral panic, and sexual positivity (Chap 8, 10, 11, (Ob 4, 5)

Module VII. Are you a wise health consumer? Class discussion examining injustice and ethical matters (Chap 19) (Objectives 5)

Module VIII. Making healthy life choices (Chap 15, 19, 20, 24) (Objectives 4, 5)

Holistic Approach

