

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: PERSONAL WELLNESS

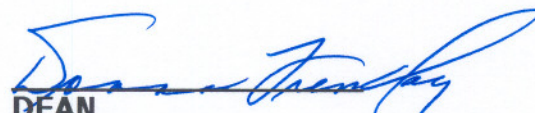
CODE NO: GER 120 **SEMESTER:** I

PROGRAMME: MASSAGE THERAPY PROGRAM

AUTHOR: NANCY MCCLELLAND/RUTH WILSON **PROFESSOR:** R. WILSON

DATE: SEPT/96 **PREVIOUS OUTLINE DATED:** JAN/95

APPROVED:


DEAN
SCHOOL OF HEALTH SCIENCES

96-06-11
DATE

TOTAL CREDITS: 3

PREREQUISITES: NONE

LENGTH OF COURSE: 3 HOURS/WEEK

TOTAL CREDIT HOURS: 48



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30 HOURS = CLASSROOM

15 HOURS = INDEPENDENT STUDY (oral group discussions)

I. COURSE DESCRIPTION:

Optimal health and wellness is everyone's goal. Students will be introduced to issues about personal wellness, an understanding of the bio-psycho-social processes to keep well and knowledge of the interventions which will encourage wellness. Each student will explore the philosophy of holistic health and their willingness to assume responsibility for their health.

This course deals with health promotion strategies needed to make healthy lifestyle choices, to maintain or improve health and how to approach personal change.

The assignments for this course have been specifically designed to foster oral and written communication skills, research skills, team building and critical thinking. In order to encourage the development of these skills, 1 hr/week will be given as independent study. The following learning outcomes will also be addressed within the context of these assignments: 1, 2, 3, 6, 8, 10.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

A. Learning Outcomes

1. Develop an awareness of health and the promotion of a healthy lifestyle.
2. Discuss common environmental health issues.
3. Create and defend a personal lifestyle change.
4. Investigate health practices from a multicultural perspective.

B. Elements of Performance

1. Demonstrate an awareness of health and the promotion of a healthy lifestyle.

a) Wellness

- i. Define wellness, health promotion.
- ii. Explore the components of health from multicultural viewpoints.

b) Health

- i. Define the components of health.
 - . nutritional awareness
 - . physical fitness
 - . emotional health
 - . sexual health
 - . spiritual health

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**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:
(Continued)**

- . environmental awareness
- . personal safety
- . personal responsibility
- ii. Identify the determinants of health
- c) **Physical Fitness & Quality of Rest/Sleep**
 - i. Examine the benefits of physical fitness.
 - . components of fitness
 - . planning a personal fitness programme
 - . elements of safety and exercise
 - ii. Identify the need for quality of rest and sleep.
 - . stages of sleep, quality of sleep
 - . hours of sleep required
 - . planning an appropriate sleep environment
- d) **Nutrition**
 - i. Identify components of Canada's Food Guide.
 - ii. Recognize essential nutrients and their function in the body.
 - iii. Identify common nutrient excesses and deficiencies in the Canadian diet and their relationship to health.
 - iv. Examine the healthy weight concept.
 - . BMI
 - . planning a healthy diet
 - . consider cultural differences/norms
- e) **Emotional/Spiritual Health**
 - i. Define elements of emotional/spiritual growth.
 - . normal range of emotions
 - . development of positive self esteem
 - . development of spiritual health
 - ii. Explore stress management techniques
 - . common stressors in the lives of college students
 - . physical and emotional responses to stress
 - . ways of coping with stress
- f) **Sexuality & Sexual Health**
 - i. Identify the biological and psychosocial basis of healthy adult sexuality.
 - ii. Discuss common sexual attitudes and beliefs held through this century by multi-cultural peoples.
 - iii. Identify safe sexual health behaviours and practices in our society.
 - iv. Develop awareness of screening practices for common cancers.

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**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:
(Continued)**

- g) Personal Safety
 - i. Discuss individual responsibility for personal safety.
 - . self care
 - drug, alcohol and tobacco use
 - medical care, immunization
 - . recreational safety
 - hunting and firearm safety
 - water and boating safety
 - safety in the sun
 - safety in sports
 - . safety on the road
 - prevention of M.V.A.
 - . safety in the workplace
 - back safety
 - ergonomics
 - . safety in the home
 - prevention of falls
 - fire prevention
 - poison prevention
 - . visual/hearing protection
 - at home, work, play
- 2. Discuss Common Environmental Health Issues
 - a) air pollution
 - b) water pollution
 - c) land pollution
 - d) water conservation
 - e) energy conservation
- 3. Create and Defend a Personal Lifestyle Change
 - a) Discuss the need for individual to make personal choices and hold responsibility for their health decisions.
 - . personal inventory of health
 - . understanding motivation and health
 - b) Identify how individuals can make lifestyle changes using a problem-solving process.
 - . personal wellness plan
- 4. Investigate Health Practices from a Multicultural Perspective
 - a) Discuss the wide range of health care providers.
 - b) Describe complimentary health care practices from a multicultural perspective that are becoming more available and acceptable to us.
 - c) Explore traditional aboriginal health care practices.
 - d) Discuss how to become a skilled health care consumer.

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III TOPICS:

1. Wellness
2. Nutrition and Weight Management
3. Fitness
4. Sleep
5. Process of Personal Lifestyle Change
6. Personal Safety
7. Responsible Sexual Behaviour and Practices
8. Concepts of Emotional/Spiritual Health
9. Stress Management
10. Environmental Health Issues
11. Complimentary Health Care Practices

IV REQUIRED STUDENT RESOURCES:

Payne, W.A. and Hahn, D.B. (1995). Understanding Your Health (4th ed). Mosby Year Book Inc.

V EVALUATION PROCESS/GRADING SYSTEM:

Evaluation Methods: (includes assignments, attendance requirements, etc.)

A. Evaluation for the 2-hour in-class instruction will include:

1. In-class attendance and participation
2. Personal Wellness Inventory
3. Nutritional Assessment
4. Personal Safety
5. Personal Change Paper
6. Greening our Environment (presentation)
7. Complementary Health Care Practices

B. Evaluation and learning activities for the 1-hour of Independent Study include:

1. Attendance and participation in the group process
2. Nutritional Assessment (analyze nutrient intake)
3. Personal Safety
 - group work and poster development
 - contact with community agencies
 - library research
4. Greening our Environment
 - preparing as a group for presentation
 - contact community agencies
 - library research

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V EVALUATION PROCESS/GRADING SYSTEM: (Continued)

5. Complementary Health Care
- interview complementary health care practitioner
 - group work for presentation
 - library research

C. Final Grading

Attendance and Participation	10%
Personal Wellness Inventory	10%
Nutritional Assessment	20%
Personal Change Paper	20%
Complimentary Health Care Practices	20%
Greening Our Environment <u>or</u> Personal Safety	20%

- D. The pass mark for the course is 60% The letter grades for this course will be assigned in accordance with those established by Sault College.
- E. There are no rewrites in this course.

VI SPECIAL NOTES:

Students with special needs (eg: physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.

VII PRIOR LEARNING ASSESSMENT/ADVANCED CREDIT:

Students who wish to apply for advanced credit in this course should consult the instructor/coordinator. A challenge exam will also be available for students in this course seeking Prior Learning Assessment.