

30 HOURS = CLASSROOM

15 HOURS = GYM

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 process 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.

Students will have an opportunity to assess and promote their fitness levels.

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. Create a personal lifestyle change contract.
3. 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 and health promotion.
 - ii. Explore the components of health from multicultural viewpoints.
 - b. Health
 - i. Define the 6 components of health.
 - physical
 - emotional
 - spiritual
 - social
 - environmental (air, water, land)
 - intellectual
 - ii. Identify the determinants of health.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

c. Physical Fitness & Quality of Rest/Sleep

- i. Examine the benefits of physical fitness.
 - assess personal fitness level
 - F.I.T.T. principle
 - components of fitness
 - components of an exercise program
 - planning a personal fitness program
 - 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 common nutrient excesses and deficiencies in the Canadian diet and their relationship to health.
- ii. Identify components of Canada's Food Guide.
- iii. Recognize essential nutrients and their function in the body.
- 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 and 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 multicultural peoples.
- iii. Identify safe sexual health behaviours and practices in our society.
- iv. Develop awareness of screening practices for common cancers.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

- g) Personal Safety
 - i. Discuss individual responsibility of personal safety.
 - self care
 - drug, alcohol and tobacco use
 - medical care, immunization
 - safe sexual practices
- 2. Create a Personal Lifestyle Change Contract
 - 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
- 3. Investigate Health Practices from a Multicultural Perspective
 - a. Discuss the wide range of health care providers.
 - b. Describe complementary 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.

III. TOPICS:

1. Understanding Wellness
2. Changing Behaviour/Time Management
3. Physical Fitness and Sleep
4. Special Exercise Considerations/Safety/Injury Prevention
5. Heart Health
6. Coping with Stress
7. Nutrition
8. Aiming for a Healthy Weight
9. Preventing Cancer
10. Substance Abuse
11. Preventing Sexually Transmitted Disease

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Robbins, G. (2002). A wellness way of life. (5th ed.). McGraw-Hill: NewYork.

V. EVALUATION PROCESS/GRADING SYSTEM:

Evaluation Methods: includes assignments, attendance requirements etc.)

A. Final Grading

Fitness	20%
▪ In-class assignments	
Test #1	25%
Nutritional Assessment	10%
Program Design Paper	10%
Complementary Health Care Practices	10%
Test #2	<u>25%</u>
Total	100%

B. 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.

C. There are no rewrites in this course.

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.