

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

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COURSE OUTLINE

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COURSE TITLE: HEALTH & WELLNESS

CODE NO.: HDG 118

SEMESTER: 2

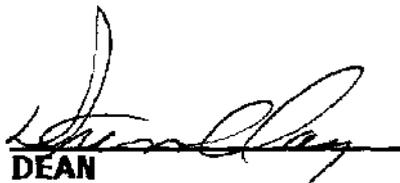
PROGRAM: CHILD & YOUTH WORKER

AUTHOR: Revisions made by Sandy Longman
Authors: Fran Rose and Ruth Wilson

DATE: JAN/96

PREVIOUS OUTLINE DATED: MAR/95

APPROVED:


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HEALTH & WELLNESS

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TOTAL CREDITS 3

TOTAL HOURS: 32

PREREQUISITE(S): N/A

I PHILOSOPHY/GOALS

This course involves the study of health issues, identifying specifically the physical, emotional, social, intellectual and spiritual dimensions of health. The student will develop an understanding of the variables that control the quality of health including personal choices and behaviours, socio economic and environmental circumstances.

A focus for this course will be looking at healthy lifestyle issues and how the student can utilize this information in their personal and professional life.

II. STUDENT PERFORMANCE OBJECTIVES (OUTCOMES):

Upon successful completion of this course the student will:

1. demonstrate an understanding of the concept of wellness.
2. demonstrate an understanding of the dimensions of health.
3. understand the process of personal change.
4. describe the physical and psychological benefits of physical fitness and adequate sleep/rest.
5. demonstrate knowledge of healthy nutrition and healthy weight concept.
6.
 - a) demonstrate an understanding of the concepts of emotional health.
 - b) demonstrate an understanding of the physical and psychological responses to stress and lifestyle factors contributing to stress.
 - c) identify a variety of coping and healing strategies used in stress management.
7. demonstrate an understanding of choices and decisions affecting personal safety.
8. develop an awareness of healthy adult sexuality and the responsibility for safe sexual behaviour.
9. describe issues affecting environmental health.

III. TOPICS TO BE COVERED:

The student will acquire knowledge and understanding of health, wellness and lifestyle issues through research, presentations, group discussion, audiovisual presentations, community visits, guest speakers and some class lecture.

Topics include:

1. Health/Wellness
2. Physical Fitness/Rest & Sleep
3. Nutrition (weight management)
4. Emotional/Spiritual Health
5. Sexuality & Sexual Health
6. Personal Wellness & Change
7. Environmental Health Issues
6. Complementary Health Care Practices

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IV. LEARNING RESOURCES/REQUIRED RESOURCES:

lopjc: Health/Wellness

Learning Activities:

1. Define health, wholistic health, wellness, health promotion.
2. Identify the determinants of health.
3. Define the dimensions of health:
 - a) intellectual resources
 - b) nutrition awareness
 - c) physical fitness
 - d) emotional health
 - e) spiritual health
 - f) environmental awareness
 - g) personal safety
 - h) personal responsibility

Resources:

Hahn, D. and Payne. W. Understanding Your Health, 3rd ed., Mosby Year Book Inc., Toronto, 1992
Chapter 1

Assignment # 1: "Personal Wellness Inventory"

Topic/Unit - Physical Fitness/Rest and Sleep

Learning Activities:

1. Examine the benefits of physical fitness
 - a) Components of fitness
 - b) planning a personal fitness programme
 - c) Safety During Fitness
2. Identify the need for quality rest/sleep

Resources:

Hahn, D. and Payne. W. Understanding Your Health, 3rd ed., Mosby Year Book Inc., Toronto, 1992
Chapter 4

Assignment #3: "Personal Fitness Assessment"

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IV. **LEARNING** RESOURCES/REQUIRED RESOURCES Continued . . .

Topic/Unit: Nutrition

Learning Activities:

1. Identify components of Canada's Food Guide.
2. Recognize essential nutrients and their function in the body.
3. Identify common nutrient excesses and deficiencies in the Canadian diet and their relationship to health.
4. Examine the healthy weight concept.

Resources:

Hahn, D. and Payne. W. Understanding Your Health, 3rd ed., Mosby Year Book Inc., Toronto, 1992
Chapter 5
Chapter 6
- Chapter 10, pg. 298-300 (Heart)

Assignment #2: "Personal Nutritional Assessment"

Topic/Unit: Emotional/Spiritual Growth

Learning Activities:

1. Define elements of emotional/spiritual growth.
2. Explore stress management techniques.

Resources:

Hahn, D. and Payne. W. Understanding Your Health, 3rd ed., Mosby Year Book Inc., Toronto, 1992
Chapters 2 & 3 (Personal Assessment: Stress)

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IV. **LEARNING RESOURCES/REQUIRED RESOURCES** Continued . . .

Topic/Unit: Sexuality & Sexual Health

Learning Activities:

1. Identify the biological and psychosocial basis of healthy adult sexuality.
2. Identify safe sexual health behaviours and practices in our society.
3. Discuss common sexual attitudes and beliefs.

Resources:

Hahn, D. and Payne. W. Understanding Your Health, 3rd ed., Mosby Year Book Inc., Toronto, 1992
Chapter 12 (Personal Assessment: Risks of Sexually Transmitted Diseases & Birth Control)
Chapter 13
Chapter 14
- Chapter 15, pg. 450-472

Topic/Unit: Personal Awareness and Change

Learning Activities:

1. Making Responsible Choices and Decisions
 - a) self-care and personal safety (home work, recreation)
 - b) drug, alcohol, tobacco use
 - c) self-examination and assessment
 - d) medical care and disease prevention
 - e) alternate/complimentary health care
 - f) consumerism in health care
2. Identify how individuals can make lifestyle changes using a problem-solving process.

Resources:

Hahn, D. and Payne. W. Understanding Your Health, 3rd ed., Mosby Year Book Inc., Toronto, 1992
Chapter 7 (drugs)
Chapter 8 (alcohol)
Chapter 9 (tobacco)
Chapter 10 (cardio)
Chapter 11 (cancer)
Chapter 17 (consumerism)

Assignment #1 "Personal Wellness Inventory"
Assignment #4 "Personal Wellness Plan"
Assignment #5 "Complementary Health Care Practices"



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IV. LEARNING RESOURCES/REQUIRED RESOURCES Continued . . .

Topic/Unit: Environmental Health Issues

Learning Activities:

1. Air, Water, Land, Noise, Radiation, Energy

Resources:

Hahn, D. and Payne. W. Understanding Your Health, 3rd ed., Mosby Year Book Inc., Toronto, 1992
- Chapter 18

EVALUATION METHODS: (INCLUDES ASSIGNMENTS, ATTENDANCE REQUIREMENTS, ETC.)

A variety of assignments as well as attendance will be used to evaluate student achievement of the course objectives. A description of evaluation methods will be provided and discussed in the first class.

The instructor **MUST** be notified of absence prior to scheduled test time in order to be eligible to write the test at a later date. Students who do not call in prior to a scheduled test will receive a mark of zero. Students who miss a test **MUST** make re-scheduling arrangements directly and immediately with the instructor upon return. Sault College Policies regarding plagiarism and honesty are in effect (see Sault College Handbook for details). Assignments which are LATE will be given a mark of zero. Extensions may be granted upon discussion with the teacher PRIOR to the due date.

College Evaluation System

Letter grades for transcript purposes will be calculated as follows:

- 90 - 100% = A+
- 80 - 89% = A
- 70 - 79% = B
- 60 - 69% = C

Less than 60% = R (Repeat of the Course)

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VI. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the instructor.

VII. REQUIRED SX11QEN1 RESOURCES:

Hahn, D. and Payne, W. Understanding Your Health, 3rd ed., Mosby Year Book Inc., Toronto, 1992.

VIII. ADDITIONAL RESOURCE MATERIALS AVAILABLE Ifil IHE COLLEGE LIBRARY;

Book Section (TITLE, PUBLISHER, EDITION, DATE, LIBRARY CALL NUMBER IF APPLICABLE)

Travis, J. &, Ryan, "Wellness Workbook", 2nd ed., Ten Speed Press, 1988

Periodical Section (MAGAZINES, ARTICLES)

Audiovisual Section (FILMS, FILMSTRIPS, TRANSPARENCIES)

IX. SPECIAL NOIES:

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.

ALL STUDENTS MUST ATTEND 50% OF THE CLASSES TO OBTAIN A PASSING GRADE ***

X. COURSE ANALYSIS SHEET (see attached)

unavailable at this time