

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE QUILINE

COURSE TITLE: HEALTH & WELLNESS

CODE NO.: HDG 118

SEMESTER: 2

PROGRAM: CHILD *it* YOUTH WORKER

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

DATE: JAN/97

PREVIOUS OUTLINE DATED: JAN/96

APPROVED:


DEAN


DATE '> /

HEALTH & WELLNESS

HDG 118

COURSE NAME

CODE NO.

TOTAL CREDITS 3

TOTAL HOURS: 28

PREREQUISITES): 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:**

Topic: 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, 4th ed., Mosby Year Book Inc., Toronto, 1995

Chapter 1

Chapter 19 pg. 488 (Unintentional Injuries) - 494

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, 4th ed., Mosby Year Book Inc., Toronto, 1995

Chapter 4

Assignment #3: "Personal Fitness Assessment"

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, 4th ed., Mosby Year Book Inc., Toronto, 1995
Chapter 5
Chapter 6
- Chapter 10, pg. 262-263

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, 4th ed., Mosby Year Book Inc., Toronto, 1995
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, 4th ed., Mosby Year Book Inc., Toronto, 1995
Chapter 12 (Personal Assessment: Risks of Sexually Transmitted Diseases & Birth Control)
Chapter 13
Chapter 14
Chapter 15

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., 4th ed., Mosby Year Book Inc., Toronto, 1995
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, 4th ed., Mosby Year Book Inc., Toronto, 1995
- Chapter 18

V. **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 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 STUDENT RESOURCES:

Hahn, D. and Payne, W. Understanding Your Health, 4th ed., Mosby Year Book Inc., Toronto, 1995.

VIII. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY

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

Periodical Section (MAGAZINES, ARTICLES)

- check periodical collection in Library

Audiovisual Section (FILMS, FILMSTRIPS, TRANSPARENCIES)

- check catalogue in Library

IX. SPECIAL NEEDS:

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 ****

Tests/Quizzes are the property of Sault College.

X. COURSE ANALYSIS SHEET

unavailable at this time

HEALTH & WELLNESS SCHEDULE

DATE	TOPIC	READINGS	TESTS/ASSIGNMENTS 1 DUE
Jan. 14	Introduction: "Health & Wellness"	Ch. 1, 19 p.488-494	
Jan. 21	Nutrition	Ch. 5, 6, 10	Assignment #1 due - "Personal Wellness Inventory"
Jan 28	Nutrition	Ch. 5, 6, 10	
Feb. 4	Sleep/Rest <i>St</i> Fitness	Ch. 4	Assignment #2 due - "Personal Nutritional Assessment"
Feb. 11	Fitness	Ch. 4	
Feb. 18	Drugs, Alcohol & Tobacco	Ch. 7, 8, 9, 11	Assignment #3 due - "Personal Fitness Assessment"
Feb. 25	Quiz #1 Emotional/Spiritual Health Introduction to Personal Change	Ch. 2, 3	Quiz #1
Mar. 4	Emotional Health Stress/Stress Management Personal Change	Ch. 2, 3	
Mar. 18	Consumerism Introduction to Complementary Health Care	Ch. 17	Assignment #4 due - "Personal Wellness Plan"
Mar. 25 <i>Si</i> Apr. 1	Sexual Health	Ch. 12 Ch. 13, 14 Ch. 15	
Apr. 8	Complementary Health Care Presentations		Assignment #5 due - "Complementary Health Care Practices ¹ "
Apr. 15	Personal Safety Environment Issues	Ch. 10, 11, 18	
Apr. 22	Quiz #2 Final Evaluations, "Health & Wellness"		Quiz #2

HEALTH & WELLNESS
TESTS & ASSIGNMENTS EVALUATION METHODS

TOPIC	DUE DATE	MARK
Attendance, Participation & Final Evaluation		10
Assignment # 1 , "Personal Wellness Inventory"	Jan. 21/97	10
Assignment #2, "Personal Nutritional Assessment"	Feb. 4/9"	15
Assignment #3, "Personal Fitness Assessment"	Feb. 18/97	10
Assignment #4, "Personal Wellness Plan"	Mar. 18/97	15
Assignment #5, "Complementary Heath Care Practices"	Apr. 8/97	10
QUIZ #1	Feb. 25/97	15
QUIZ #2	Apr. 22/97	15
		Too"

HEALTH & WELLNESS
ASSIGNMENT #1
PERSONAL WELLNESS INVENTORY"

In this first assignment you are to complete the Personal Wellness Profile on page 13-19 in your textbook, "Understanding Your Health". You may photocopy the required pages in your text to save you time. Be as honest as possible. Your grade is not based on your achieved score. The purpose of this assignment is for you to gain a better understanding of your own behaviour which impacts on your health status.

Please submit this assignment with a cover page.

DUE DATE: JAN. 21, 1997

TOTAL MARK: 10

HEALTH ~~St~~ WELLNESS

ASSIGNMENT #2 "PERSONAL NUTRITIONAL ASSESSMENT"

In this assignment you are to examine your personal nutritional patterns. Using the form provided, complete a detailed 24-hour fo 1 intake record. Be specific as to the type and amount of food consumed. Pick a typical school day. Analyze your food intake for each of the four food groups in the Canada Food Guide. Based on the recommended servings from the C.F.G., draw conclusions in ~~each~~ food group as to any possible nutrient excesses or deficiencies. Next, further analyze your daily intake of fibre, and fat. Use the guidelines given to you in class. Finally identify both positive and negative factors which impact on your food intake patterns.

Ensure you have submitted all the following components:

1. cover page
2. 24-hour food intake record with analysis based on C.F.G.
3. specific nutrient excesses and deficiencies (eg: Vit A & C, calcium, sodium, caffeine)
4. fibre and fai analysis
5. factors affecting food intake patterns

DUE DATE: Feb. 4, 1997

TOTAL MARK: 15

HEALTH & WELLNESS
ASSIGNMENT #3
PERSONAL FITNESS ASSESSMENT"

In this assignment you are to complete the Personal Fitness Assessment on pages 74-75 in your textbook, "Understanding Your Health". You may photocopy the required pages in your text to save time.

NOTE: If you are over 40 years old OR have chronic medical disorders such as diabetes, obesity, heart disease, check with your physician BEFORE taking this Fitness test. BE HONEST. Your grade is NOT based on your achieved score.

The purpose of this assignment is for you to gain a better understanding of your level of fitness and how this impacts your health status.

Please complete the following questions and submit with your Personal Fitness Assessment:

1. What were your areas of strengths and weaknesses?
2. Calculate your target heart rate using the formula.
3. Identify 3 reasons why you DO or DO NOT participate in a regular fitness program.
4. Studies indicate that today's children are not physically fit. In your role as a Child & Youth Worker, what are 2 things that you could do to encourage more physical activity and less sedentary activity?

Please submit this assignment with a cover page.

DUE DATE: Feb. 18, 1997

TOTAL MARKS: 10

HEALTH & WELLNESS
ASSIGNMENT #4
"PERSONAL WELLNESS E L M "

The purpose of this assignment is to develop a systematic plan for wellness which will increase your chances of sustaining an optimal lifestyle.

Using the variety of lifestyle inventories we have explored in this course and imagining the IDEAL, you select one lifestyle area most in need of attention. Once you have selected the lifestyle area in need of change, develop a written wellness plan which includes the following components for the area you have selected.

1. one specific, measurable, positive GOAL with a realistic timeframe.
2. a minimum of 4 ACTIVITY COMMITMENTS which support the goal.
3. Identify both an internal reward and an external REWARD/MOTIVATOR. Your external reward can be designed by you.
4. Identify all possible BARRIERS to attaining the goal.
5. Identify how you will EVALUATE the goal along the way.

DUE DATE: Mar. 18, 1997

TOTAL MARKS: 15

HEALTH & WELLNESS

ASSIGNMENT #5 COMPLEMENTARY HEALTH CARE PRACTICES"

Complementary health care practices are activities which are considered outside the scope of modern medical practice. There appears in North America to be a growing interest and acceptance of alternative or complementary health practices. Recent studies show that upwards of 34% of the population in a given year use some form of alternative health care. As awareness of high level wellness increases, the public is finding natural health care practices an increasingly attractive alternative. Complementary health care practices encompass a wide range of activities from many cultures.

The purpose of this assignment is to gain in appreciation of this vast array of alternative strategies. Students will be working in groups of 3-4 to research and present their assignment. Students should do a library search for information as well as interview a health care provider. You will have 10 minutes to give your presentation. For many of these complementary strategies, you may request a complementary demonstration and illustrate your presentation with your actual experience.

Please answer the following questions in your presentation.

1. What is this complementary practice and how does it work? Keep your explanation brief and simple. If possible, describe in your own words, the experience of a treatment/technique.
2. What is the history of this complementary practice? (eg: Where did it originate and where is it used today?)
3. How does the complementary practice promote health and healing? What are the physical and psychological benefits?
4. Who can learn this complementary practice? What training/education is involved?
5. What are the costs of a treatment or participation in this activity?
6. What is available in the Algoma District? Consider the educational opportunity to become a practitioner if this applies. Consider the services that are presently available.

DUE DATE: Apr. 8, 1997

TOTAL MARKS: 10

HEALTH & WELLNESS

ASSIGNMENT #5 "COMPLEMENTARY HEALTH CARE PRACTICES"

CHIROPRACTOR

REGISTERED MASSAGE THERAPIST

REFLEXOLOGIST

TAI CHI

TRADITIONAL NATIVE HEALING PRACTICES

THERAPEUTIC TOUCH

YOGA

ACUPUNCTURE

SHIATSU THERAPIST

MEDITATION

PAR

HOMEOPATHY

PLANT BASED THERAPY (aroma, herbal)

REIKI

