

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

COURSE OUTLINE

COURSE TITLE: FOUNDATIONS OF WELLNESS

CODE NO: GER 120 SEMESTER: I

PROGRAMME: COMMUNITY GERONTOLOGY WORKER

AUTHOR: NANCY MCCLELLAND PROFESSOR: Ruth Wilson

DATE: JAN/95 PREVIOUS OUTLINE DATED: SEPT/94

APPROVED: *[Signature]* Nov 23/94
Dean Date



FOUNDATIONS OF WELLNESS

GER 120

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45 HRS

TOTAL CREDIT HOURS _____

PREREQUISITE(S): N/A

I. PHILOSOPHY/GOALS:

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.

II. STUDENT PERFORMANCE OBJECTIVES:

Upon successful completion of this course, the student will:

1. demonstrate an understanding of the concept of wellness and the components of health from a multicultural view.
2. understand the process of personal change.
3. demonstrate knowledge of healthy nutritional and health weight concept.
4. explore the relationships between activity and wellness, the benefits of fitness, lifestyle influences and choices.
5. examine the stages of sleep and the relevance of sleep to health and wellness.
6. develop awareness and responsibility for safe sexual behaviour.
7. demonstrate an understanding of choices, decisions, and self responsibility affecting personal safety, in the home, work and leisure environment.
8. list and describe issues affecting environmental health.

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II. STUDENT PERFORMANCE OBJECTIVES Continued . . .

9. 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, considering the bio-psycho-social, spiritual, multicultural dimensions.
10. identify role and contributions made by self and others and how individuals make meaningful contributions at work, play, as volunteers, as members of groups.
11. explore traditional aboriginal health practices and other complimentary health care alternatives.

III. TOPICS TO BE COVERED:

- Wellness and Components of Health from many cultural perspectives
- Nutrition and Weight Management
- Activity, Benefits of Fitness, Lifestyles Choices
- Sleep and Relevance to Health
- Process of Personal Change
- Making Choices, Taking Self Responsibility for Health
- Personal Safety at Home, Work, at Leisure
- Responsible Sexual Behaviour and Practices
- Environmental Health Issues
- Concepts of Emotional/Spiritual Health
- Stress Management
- Traditional Aboriginal Health Care Practices

IV.

LEARNING ACTIVITIES

REQUIRED RESOURCES

A. WELLNESS

- | | |
|--|--|
| 1. Define wellness, health promotion. | World Health Organization Def. J. Travis, Ryan |
| 2. Explore health from multicultural viewpoints. | Wellness Workbook, p. 3 |

B. HEALTH

- | | |
|-------------------------------------|--------------|
| 1. Define the components of health. | p. 2,9,10,11 |
| a) nutritional awareness | |
| b) physical fitness | |
| c) emotional health | |
| d) sexual health | |
| e) spiritual health | |
| f) environmental awareness | |
| g) personal safety | |
| h) personal responsibility | |

C. PHYSICAL FITNESS & QUALITY OF REST/SLEEP

- | | |
|---|-----------|
| 1. Examine the benefits of good level of fitness. | p. 76-106 |
| a) components of fitness | |
| b) conditioning | |
| c) planning personal fitness programmes | |
| d) elements of safety and exercise | |
| 2. Identify the need for quality of rest and sleep. | |
| a) stages of sleep, quality of sleep | |
| b) hours of sleep required | |
| c) planning an appropriate sleep environment | |

D. NUTRITION

- | | |
|---|------------|
| 1. Identify components of Canada's Food Guide | p. 108-146 |
| a) essential nutrients and their function | |

IV.

LEARNING ACTIVITIES

REQUIRED RESOURCES

G. PERSONAL SAFETY Continued . . .

- d) home safety practices
 - stairs, ice, medicine,
gun storage
 - e) do different cultures/ethnic groups view safety similarly?
2. Identify environmental safety issues. p. 532
- a) air quality
 - b) water pollution
 - c) water pollution
 - d) land use
 - e) noise
 - f) radiation effects

H. PROCESS OF PERSONAL CHANGE AND SELF RESPONSIBILITY

1. Discuss the need for individual to make personal choices and hold responsibility for their health decisions.
- a) personal inventory of health
 - b) understanding motivation
2. Identify how individuals can make lifestyle changes using a problem-solving process
- a) personal wellness plan

I. COMPLIMENTARY HEALTH CARE PRACTICES

1. Discuss the wide range of health care providers. p. 502
2. Identify complimentary health care practices that are becoming more available and acceptable to us.
3. Explore traditional Aboriginal health care practices.
4. Review complimentary health care practices from other countries, cultures, ethnic groups.

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V. EVALUATION METHODS: (includes assignments, attendance requirements, etc.)

A combination of tests and assignments will be used to evaluate student achievement of the course objectives. A description of the evaluation methods will be provided and discussed by the teacher within the first two weeks of class.

VI. REQUIRED STUDENT RESOURCES:

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

VII. ADDITIONAL RESOURCE MATERIALS AVAILABLE IN THE COLLEGE LIBRARY BOOK SECTION: (title, publisher, edition, date, library call number if applicable)

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

Periodical Section
Magazines
Articles

Audiovisual Section
films
filmstrips
computer software

VIII. 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.