



# BROWARD COLLEGE COURSE OUTLINE

**LAST REVIEW: 2010-11**  
(i.e. 2006-2007)

**NEXT REVIEW: 2015-16**  
(i.e. 2011-2012)

**STATUS: A**  
(A, I, D)

**COURSE TITLE: Total Wellness**

**COMMON COURSE NUMBER: HLP 1081**

**CREDIT HOURS: 2**

## **CONTACT HOUR BREAKDOWN**

(Per 16 week term)

**CLOCK HOURS:**  
(Voc. Course ONLY)

**Lecture: 16**

**Lab: 32**

**Clinic:**

**Other:**

**PREREQUISITE(S): none**

**COREQUISITE(S): none**

**PRE/COREQUISITE(S): none**

**COURSE DESCRIPTION** (750 characters, maximum): Total Wellness emphasizes the importance of knowledge, attitudes, and practices relating to personal wellness. It is a course designed to expose students to a broad range of issues and information relating to the various aspects of personal wellness including physical, social, emotional, intellectual, spiritual and environmental wellness. This course integrates personal wellness and fitness in both a classroom and exercise environment. Evolving current topics such as nutrition, disease prevention, stress reduction, exercise prescription, and environmental responsibility are integrated to enable the student to understand the lifelong effects of healthy lifestyle choices.

General Education Requirements – Associate of Arts Degree (AA), meets Area(s): Area 4D  
General Education Requirements – Associate in Science Degree (AS), meets Area(s): Area 5  
General Education Requirements – Associate in Applied Science Degree (AAS), meets Area(s): Area 5

## **UNIT TITLES**

- 1. Physical Wellness**
- 2. Emotional Wellness**
- 3. Intellectual Wellness**
- 4. Spiritual Wellness**
- 5. Interpersonal and Social Wellness**
- 6. Environmental/Planetary Wellness**

\*\*\* Complete the following only if course is seeking general education status \*\*\*

**GENERAL EDUCATION Competencies and Skills \*:**

In the box to the right of the Competency/Skill, enter all specific student learning outcome unit numbers, as indicated in the course outline (i.e. 1.1, 2.7, 4.2, 4.0 and 5.12) that apply.

<b>Course must include <u>all</u> of the following:</b>	
1. Read with critical comprehension**	1.0, 2.1, 3.2, 3.3, 5.2, 5.4, 6.2
2. Write clearly and coherently**	1.0, 3.2, 3.3
3. Demonstrate literacy as appropriate within a given discipline**	1.1 (b), 1.3 (b), 1.4 (e), 5.2 (d), 5.3 (d), 6.0 (g)
4. Apply problem solving skills or methods to make informed decisions in a variety of contexts**	1.1, 1.2, 1.3, 1.4, 2.2, 2.4, 3.2, 5.4, 5.5, 6.2, 6.6
<b>Course must include at least <u>one</u> of the following:</b>	
5. Differentiate between ethical and unethical behavior	2.4, 4.1, 5.4, 5.5, 6.1, 6.3,
6. Demonstrate an understanding of the physical, biological, and social environments and how individual behaviors impact this complex system.	1.1, 1.2, 2.1, 2.2, 2.4, 2.5, 3.3, 4.2, 5.2, 5.3, 5.4, 6.0
7. Demonstrate an understanding of and appreciation for human diversities and commonalities	2.5, 4.1, 4.2, 4.3, 5.2, 5.3, 5.4, 5.5
8. Speak and listen effectively.	

\*General Education Competencies and Skills endorsed by 2010-2011 General Education Task Force

**\*\*Required Competencies**

**1) Read with critical comprehension.**

The student will be introduced to the basic texts, concepts, vocabulary, and methods necessary for developing an understanding of the discipline and meeting the required benchmarks as stated in the course outline.

**2) Write clearly and coherently.**

The student will demonstrate an understanding and mastery of subject matter in a variety of ways, including writing. Writing activities may include both graded and ungraded essays, short answer quizzes, summaries, reactions, journals, and various other reports.

**3) Demonstrate and apply literacy across all the disciplines (indicate which ones apply).**

- a) Information literacy means understanding how to locate needed information, using the appropriate technology for the task, managing and evaluating the extracted information and using it effectively and ethically.
- b) Technology literacy is the ability to responsibly and effectively use appropriate technology to access, manage, integrate, or create information, and/or use technology to accomplish a given task.
- c) Workplace literacy is having the appropriate knowledge and skills to communicate and work with others effectively and perform job duties, whether it is through the use of computers and/or other technology.
- d) Cultural literacy is recognizing, understanding, and appreciating the similarities and differences between one's own culture and the cultures of others through a study of the arts, customs, beliefs, values, and history that define a culture.
- e) Quantitative literacy is having the ability to formulate, solve and interpret mathematical/statistical operations and graphical/tabular representations to make informed decisions.
- f) Scientific literacy means understanding the methodology and application of the scientific process, the physical and biological worlds, and recognizing that scientific knowledge is continuously updated or revised as new information is discovered.
- g) Environmental literacy is creating a context within which environmental issues can be viewed, imparting knowledge to enhance one's ability to analyze the issues, make the connections between humans' decisions and actions and the challenges facing the environment, and instilling the desire to sustain the environment through ethical practices in both one's professional and personal lives.

**4. Apply problem-solving skills or methods to make informed decisions in a variety of contexts.**

The student will use acquired skills or methods to recognize, analyze, adapt, and apply critical thinking to solve problems and make informed decisions.

**EVALUATION:**

In the box to the right of the Methods of Assessment, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 4.0, 4.2 and 5.12) that apply.

1. Portfolio	1.1, 1.3
2. Short essays	
3. Research Papers	1.3, 2.1
4. Group projects	6.0
5. Discussions (In class and online)	1.1, 1.2, 1.3, 1.4, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6
6. Multiple Choice tests	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.5, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 6.1, 6.3, 6.4, 6.5, 6.6
7. Presentations	1.1, 1.2, 1.3, 1.4, 2.1
8. Service Learning Projects	
9. Pop quizzes	1.0, 2.0, 3.0, 4.0, 5.0, 6.0
10. Take-home tests	
11. Summaries and critiques	1.1
12. Reaction papers	1.1, 1.2, 1.3, 1.4, 6.2, 6.4
13. Surveys	
14. Performance	1.1, 1.2, 1.3, 2.5
15. Short answer tests	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 4.1, 4.2, 4.3, 5.2, 5.4
16. Classroom debates and colloquia	1.1, 2.1, 2.2, 2.5, 3.2, 6.1, 6.2, 6.6
17. Blogs, wikis, web pages	1.0, 2.0, 3.0, 4.0, 5.0, 6.0
18. Other (Please explain)	
18.a Goal Setting Project/Presentation	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.5, 3.3, 3.4, 4.4, 6.2, 6.4
18.b Nutrition Analysis	1.3, 3.3, 3.4
18.c Fitness Testing	1.1, 1.2

Common Course Number: HLP 1081

### Unit 1: Physical Wellness

General Outcome: 1.0 The student shall be able to understand all aspects of physical wellness including assessment, interpretation, maintenance and implementation of a wellness plan.

Specific Measurable Learning Outcomes: Upon successful completion of this unit, the student shall be able to:

1.1 Assess, record and compare their current (pre-test) physical fitness level and end of term (post-test) level of physical wellness by means of standardized diagnostic evaluations (body composition, flexibility, muscular strength and endurance, and cardiovascular response to exercise). The student will use the information gathered in the pre-test fitness test to set personal goals and help develop their personal wellness plan.

1.2 Using the FITT (Frequency, Intensity, Time and Type) Principle as a guideline, the student will write and implement an exercise prescription specific to the needs of the student.

1.3 The student will document their food intake for a specified period of time and then using a software application, run an analysis of food intake, and use that information to help formulate a personal nutrition plan.

1.4 Measure and record the personal data necessary to calculate body mass index, waist-to-hip ratio, and target heart rate zone. Students will learn the formulaic calculations as well as the implications of the how to use the measurements in terms of their overall health and wellness.

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## Unit 2: Emotional Wellness

General Outcome: 2.0 The students shall identify factors that may influence their emotional well-being.

Specific Measurable Learning Outcomes: Upon successful completion of this unit, the student shall be able to:

2.1 Determine how lifestyle choices can affect current and long-term quality of life. Students will survey their personal stress factors using information found in the course textbook or in a related website.

2.2 Identify the primary causes of stress, its physiological impact on the human body, and strategies for managing stress.

2.3 Establish their readiness and personal approach to a wellness program.

2.4 Recognize obstacles to emotional well-being and examine possible solutions and outcomes.

2.5 Compare a variety of stress management techniques, and develop a personal stress management plan. Students will have the opportunity to try out different techniques such as journaling, music interpretation, guided imagery, and breathing exercises.

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### Unit 3: Intellectual Wellness

General Outcome: 3.0 The student shall identify factors that may improve intellectual well-being.

Specific Measurable Learning Outcomes: Upon successful completion of this unit, the student shall be able to:

- 3.1 Describe the potential impact of dementia and ways to prevent or reduce its effects.
- 3.2 Identify the importance of intellectual wellness and critical thinking skills for lifelong problem solving. Working individually or in small groups, students may work with case studies, simulated situations and physical challenges to develop teamwork and to discover creative solutions.
- 3.3 Connect the six dimensions of wellness and recognize how the integration of many factors contributes to overall wellness. By the end of the semester, students will demonstrate their understanding of how the six dimensions of wellness overlap and influence every aspect of life in class discussions, online blogs and postings, and personal goal setting plans.
- 3.4 Develop a personal intellectual wellness plan.

Common Course Number: HLP 1081

#### Unit 4: Spiritual Wellness

General Outcome: 4.0 The student shall define factors that affect spiritual wellness.

Specific Measurable Learning Outcomes: Upon successful completion of this unit, the student shall be able to:

- 4.1 Describe how values and beliefs give meaning to life.
- 4.2 Examine the impact volunteering, connection to other people, and service learning has on their health and well-being.
- 4.3 Outline the behaviors that illustrate their personal spiritual activities and examine their personal beliefs.
- 4.4 Identify the components of a personal spiritual wellness plan.

Common Course Number: HLP 1081

### Unit 5: Interpersonal and Social Wellness

General Outcome: 5.0 The student shall identify factors that affect interpersonal-social wellness.

Specific Measurable Learning Outcomes: Upon successful completion of this unit, the student shall be able to:

- 5.1 Recognize the importance of a social network in supporting a personal wellness plan.
- 5.2 Examine current concerns of global obesity, the patterns and behaviors that have contributed to this epidemic, and the long-term risks associated with obesity.
- 5.3 Compare and contrast diverse cultural lifestyles and their effect on eating patterns, physical activity, and wellness.
- 5.4 Investigate and discuss HIV infection and sexually transmitted infections, how students can protect themselves from becoming infected, and how individuals can participate in global awareness and treatment of the diseases.
- 5.5 Participate in a team building exercise.

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Unit 6: Environmental/Planetary Wellness

General Outcome: 6.0 The students shall identify how personal wellness affects the health of the planet and how they can help to create a more sustainable world.

Specific Measurable Learning Outcomes: Upon successful completion of this unit, the student shall be able to:

- 6.1 Describe the greenhouse effect and global warming; investigate personal, local and global behaviors that can create a more sustainable Earth.
- 6.2 Identify hazards in their personal environment (home, school, work) and develop a personal environmental/planetary wellness plan.
- 6.3 Examine how government programs can have a positive effect on the health of humans and the environment.
- 6.4 Recognize how the integration of many factors contributes to the overall wellness of our environment and the planet.
- 6.5 Discuss how population growth affects the environment.
- 6.6 Recognize various hazards to our food and water supply.