



## BROWARD COMMUNITY COLLEGE COURSE OUTLINE

**LAST REVIEW: 2008-2009**

*(i.e. 2003-2004)*

**NEXT REVIEW: 2013-2014**

*(i.e. 2008-2009)*

**STATUS: A**

*(A, I, D)*

**COURSE TITLE: Aquatic Wellness**

**COMMON COURSE NUMBER: PEN 1171**

**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)*: **A course primarily designed and organized for students to optimize their wellness in each of the following six interrelated dimensions: Physical Wellness, Intellectual Wellness, Emotional Wellness, Spiritual Wellness, Interpersonal/Social Wellness and Environmental/Planetary Wellness. Students will identify how to apply this information to lead healthy lives that contribute to the welfare of the community and environment with a specific emphasis on aquatic training methods and techniques.**

General Education Requirements – Associate of Arts Degree (AA), meets Area(s): 4D Area

General Education Requirements – Associate in Science Degree (AS), meets Area(s): 5 Area

General Education Requirements – Associate in Applied Science Degree (AAS), meets Area(s): 5 Area

### UNIT TITLES

1. Physical Wellness
2. Emotional Wellness
3. Intellectual Wellness
4. Spiritual Wellness
5. Interpersonal and Social Wellness
6. Environmental/Planetary Wellness
7. Aquatic Safety Skills



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\* General Education Competencies and Skills endorsed by '05-'06 General Education Task Force

- ASSESSMENT:**
1. Students will be given a Midterm and Final assessment.
  2. Students will maintain, and have evaluated, a lab notebook.
  3. Students will develop goals and be evaluated on their progress towards achieving these goals.
  4. Students will be graded on their health/nutrition research and presentation.

Please provide a brief description (250 characters maximum) that details how students will be assessed on the course outcomes.

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

### GENERAL EDUCATION Competencies and Skills \*:

Please highlight in green font all Competencies/Skills from the list below that apply to this course. In the box to the right of the Competency/Skill, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 5.12) that apply.

1. Read with critical comprehension	3.4
2. Speak and listen effectively	
3. Write clearly and coherently	1.4
4. Think creatively, logically, critically, and reflectively (analyze, synthesize, apply, and evaluate)	1.0-1.3, 2.0-2.9, 3.0-3.5, 4.0-4.5, 5.0-5.5, 6.0-6.6, projects # 1-4
5. Demonstrate and apply literacy in its various forms: (highlight in green ALL that apply) (1. technological, 2. informational, 3. mathematical, 4. scientific, 5. cultural, 6. historical, 7. aesthetic and/or 8. environmental)	(1.) 1.1, 3.1-3.3, 6.4, project # 2 (2.) 3.0-3.5, 6.2-6.4, project #2-4 (3.) 3.1-3.3, project # 4 (4.) 6.1-6.4 (5.) 2.1, 2.2, 3.4, 4.1-4.5, 5.0-5.5, 6.4, project #1 (6.) 4.1-4.2 (7.) 1.2, 1.3 (8.) 6.0-6.6
6. Apply problem solving techniques to real-world experiences	1.2, 2.1-2.9, 3.4-3.5, 4.3-4.5, 5.1, 5.2, 5.4, 5.5, 6.5, 6.6, projects # 1-3
7. Apply methods of scientific inquiry	
8. Demonstrate an understanding of the physical and biological environment and how it is impacted by human beings	6.0-6.6
9. Demonstrate an understanding of and appreciation for human diversities and commonalities	3.4, 4.1, 4.4, 5.3, 5.4, 5.5, 6.4, 6.5, project # 1
10. Collaborate with others to achieve common goals.	5.5, 6.6, project # 1
11. Research, synthesize and produce original work	Project # 3
12. Practice ethical behavior	5.5, 6.6
13. Demonstrate self-direction and self motivation	1.0-1.3, 2.9, 4.3-4.5, 5.1-5.2, 5.4-5.5, 6.6, project # 2
14. Assume responsibility for and understand the impact of personal behaviors on self and society	1.0-1.3, 2.1-2.9, 3.4, 4.3-4.5, 5.0-5.5, 6.4-6.6, projects # 1-3
15. Contribute to the welfare of the community	3.4, 4.4, 5.4, 5.5, 6.6, projects # 1-2

Comment [SC1]: There is no objective 2.9 or 4.5



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### UNITS

#### 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 aquatic wellness plan.

##### Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 1.1 Assess their current (pre-test) level and end of term (post-test) of physical wellness by means of diagnostic evaluations.
- 1.2 Plan and implement an aquatic exercise prescription specific to the needs of the student.
- 1.3 Record current nutritional intake.



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**Unit 2 Emotional Wellness**

**General Outcome:**

**2.0 The student shall discuss 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.**
- 2.2 Identify obstacles to emotional well-being and discuss possible solutions.**
- 2.3 Identify their readiness and personal approach to a aquatic wellness program.**
- 2.4 Identify stress, its causes, its physiological and pathological characteristics, and its treatments.**
- 2.5 Develop a personal stress management plan.**



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### Unit 3 Intellectual Wellness

#### General Outcome:

3.0 The student shall discuss 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 Calculate percentage of body fat, body mass index, target heart rate zone and lean body mass.
- 3.2 Analyze nutritional intake and develop a personal dietary plan through the use of computer software.
- 3.3 Maintain a log/record of their lab sessions.
- 3.4 Discuss the potential impact of dementia and ways to prevent or reduce its effects.
- 3.5 Develop a personal intellectual wellness plan.

Comment [SC2]: How does this relate to aquatics



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**Unit 4**

**General Outcome:**

**4.0 The student shall discuss factors that affect spiritual wellness.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 4.1 Discuss how values and beliefs give meaning to life.**
- 4.2 Discuss various stress management techniques and how they may improve wellness.**
- 4.3 Complete a lab activity that describes a personal spiritual activity.**
- 4.4 Identify the components of a personal spiritual wellness plan.**



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### 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 Discuss the importance of a social network in supporting a personal wellness plan.
- 5.2 Discuss current concerns of global obesity.
- 5.3 Compare and contrast diverse cultural lifestyles and their effect on eating patterns, physical activity, and wellness.
- 5.4 Identify and discuss various sexually transmitted diseases and how they can protect themselves from becoming infected, and how they can participate in global awareness and treatment of the diseases.
- 5.5 Students will participate in an adventuring exercise to cultivate team building skills, ethical decision making, and address cultural diversity issues.

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### Unit 6 Environmental/Planetary Wellness

#### General Outcome:

- 6.0 The student 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 Identify various hazards to our food and water supply.
- 6.2 Identify hazards in their personal environment (home, school, work) and develop a personal environmental/planetary wellness plan.
- 6.3 Explain how government programs can have a positive effect on the health of humans and the environment.
- 6.4 Discuss how a variety of factors are interconnected when we look at environmental/ planetary wellness.
- 6.5 Discuss how population growth affects the environment.
- 6.6 Discuss the greenhouse effect and global warming.

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### Unit 7

#### General Outcome:

- 7.0 The student will discuss general aquatic safety skills both in and out of the water.

#### Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 7.1 The student will identify general safety equipment.
- 7.2 The student will demonstrate swimming and non-swimming rescue.

Comment [SC3]: Involved in aquatic training



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### PEN 1171 Student Projects

1. Students will participate in adventure learning in collaboration with BCC Tigertail Lake Center. This is a classroom project which will cover teamwork, team building, ethical decision making, cultural diversity issues, and more.
2. Students will survey their own nutritional tendencies and evaluate them using nutritional analysis software.
3. Students will be required to do a research presentation on a topic associated with wellness.
4. Students will maintain a lab notebook to include:
  - Lab experiences and assessment data
  - Math Calculations
  - Written conclusions and explanations of data obtained

Comment [SC4]: And evaluate

Comment [SC5]: habits

Comment [SC6]: aquatic