

HEA 2305 – WELLNESS ACROSS THE LIFESPAN

Credits/Lecture/Lab Hours: 3/3/0

Foundational Component Area: Social and Behavioral Sciences

Prerequisites: Completion of or co-enrollment in ENG 1301

Co-requisites: None

Course Description: This introductory course examines individual, cultural, and societal factors that impact personal wellness across the lifespan. Topics include examination of wellness behaviors, individual decision-making, the role of acute and chronic mental and physical health concerns, risk reduction, wellness in special populations, and achieving wellness at different ages and stages of life.

Demonstration of Core Objectives within the Course:

Assigned Core Objective	Learning Outcome: Students will be able to:	Instructional strategy or content used to achieve the outcome	Method by which students' mastery of this outcome will be evaluated
Critical Thinking Empirical and Quantitative Reasoning	Analyze or interpret empirically derived information and infer logical conclusions.	Traditional lectures, as well as PowerPoint, videos, textbook material, and readings will be used to introduce students to the developmental and wellness concepts that are necessary to think critically about this subject. Via course content, lectures, and guests (for example, from the library), students will learn how to search for, evaluate, and correctly cite peer-reviewed literature.	Via a formative assignment process, students will construct representations (via Padlet or similar tool) of their wellness goals and challenges at different ages and stages of life. They will then use these and the feedback they have received to create an academically sound and professional PowerPoint presentation. Exams consisting of multiple choice, true/false, and/or short answer questions. In-person class: Class participation will include "warm up" activities, quizzes, in-

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			class discussions, and exit activities that will challenge students to evaluate and interpret course content.
Critical Thinking Empirical and Quantitative Reasoning	Apply theory or findings from empirical research to a contemporary social problem.	Via course content, lectures, and in-class activities, students will learn how to use theory and peer-reviewed literature as lenses to provide markers for wellness supports and barriers at different ages and stages of life.	Students will complete three Padlet presentations (or similar tool) that will trace their current and future wellness goals and potential wellness achievements at different ages and stages of life. These will form the foundational elements of an omnibus Powerpoint presentation at the end of the course.
Component Area	Research and define academic and career goals within the discipline and develop learning strategies to support academic success and attainment of academic and career goals	Traditional lecture, as well as PowerPoint, videos, textbook material, and readings will be used to introduce students to the eight dimensions of wellness, including occupational wellness.	One of the eight dimensions of wellness is occupational/career wellness. Thus, as students construct their Padlets and final presentation about wellness supports/barriers at different ages and stages, occupational wellness will necessarily be one of the areas they cover. One of the discussion topics will also cover occupational and financial wellness.
Critical Thinking	Evaluate assumptions and develop defensible	Traditional lectures, as well as PowerPoint,	Students will complete structured discussions

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	conclusions based on interpretation and analysis of information relevant to course content.	<p>videos, textbook material, and readings will be used to introduce students to developmental theory and wellness concepts that are necessary to think critically about this subject.</p> <p>In-class activities, such as discussion, small group work, role-play, and worksheets will be used to actively engage with course content.</p>	that will require them to use what they have learned in class or via the textbook, readings, and videos to evaluate and respond to scenarios related to each of the dimensions of wellness.
Critical Thinking Communication	Synthesize and deliver organized and well-constructed arguments about course content using multiple modalities (including written, oral, and visual formats) to include the use of technology.	<p>Students will be introduced to the dimensions of wellness and how they support wellness at different ages and stages of life via lecture, textbook, and readings.</p> <p>In-class activities, such as discussion, small group work, role-play, and worksheets will be used to actively engage with course content.</p>	The PowerPoint presentation (signature assignment) requires students to synthesize what they have learned, how they have applied it to different ages and stages of their lives, and to incorporate formative feedback from previous assignments. Students are required to narrate several slides of their presentation.
Social Responsibility	Identify the interplay among individuals, groups, institutions, and events within the context of society and culture.	Traditional lectures, as well as PowerPoint, videos, textbook material, and readings will be used to introduce students to concepts that are necessary to think complexly about the	Environmental and Social wellness are two of the eight dimensions of wellness. These are the topic of discussions, are included in the Padlet assignments, and are included in the

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		various contexts that surround and influence our personal wellness.	PowerPoint presentation (signature assignment). Additionally, the signature assignment includes required slides identifying ways the gameplan for wellness could be modified to make it more culturally competent or useful across different ethnicities.

Additional Course Outcomes:

- 1) Recognize the components of wellness and their dynamic influence on health at different ages and stages of life;
- 2) Differentiate how specific behaviors, health conditions, and environmental exposures impact the dimensions of wellness across the lifespan;
- 3) Examine and interpret evidence-based information, products, and services to enhance the dimensions of wellness across the lifespan; and
- 4) Evaluate the role of broader social, cultural, and political forces on personal and community health and wellness outcomes across the lifespan.

Course Topics:

- What is wellness? How do we assess wellness?
- Developmental models and wellness
- Behavior change: Models and process
- Nutrition basics and what it means to “eat well”
- The role of culture and society in wellness
- Body composition and assessment
- Fitness in the heart and lungs
- Muscles, strength, and endurance
- Flexibility and ways to enhance it

- Personal fitness: How to measure it and fitness goal-setting
- Disease prevention: Heart, lungs, and circulatory system
- Disease prevention: Cancer
- Disease prevention: Diabetes, Osteoporosis, Dementia, Arthritis
- The role of stress and coping in wellness
- Drug and alcohol use and misuse
- Sexual wellness
- Workplace wellness
- Wellness in the contemporary world

Grading/Course Content which Demonstrates Student Achievement of Core Objectives:

Summary of Course Exams, Quizzes, Activities, and Final	
Quizzes (4 X 50 pts)	200 points
Padlets	150 points
Peer Review	150 points
Discussions (6 of 7, 25 pts each)	150 points
PowerPoint Presentation	100 points
TOTAL	750 points

Grading Scale:

A	671-750
B	596-670
C	521-595
D	446-520
F	less than or equal to 445