

## Administrative Master Syllabus

### Course Information

<b>Course Title</b>	Wellness and Health Promotion
<b>Course Prefix, Num. and Title</b>	CHLT 1302 – Wellness and Health Promotion
<b>Division</b>	Allied Health
<b>Department</b>	Human Services
<b>Course Type</b>	WECM Course
<b>Course Catalog Description</b>	Overview of wellness theory and its application throughout the life span. Focus is on the attitude development, impact on cultural beliefs, and communication of wellness. Includes health behavior theories and approaches to behavior modification. .
<b>Pre-Requisites</b>	None
<b>Co-Requisites</b>	None

### Semester Credit Hours

<b>Total Semester Credit Hours (SCH): Lecture Hours:</b>	3:3:0
<b>Lab/Other Hours</b>	
<b>Equated Pay Hours</b>	3
<b>Lab/Other Hours Breakdown: Lab Hours</b>	Enter Lab Hours Here.
<b>Lab/Other Hours Breakdown: Clinical Hours</b>	Enter Clinical Hours Here.
<b>Lab/Other Hours Breakdown: Practicum Hours</b>	Enter Practicum Hours Here.
<b>Other Hours Breakdown</b>	List Total Lab/Other Hours Here.

### Approval Signatures

<b>Title</b>	<b>Signature</b>	<b>Date</b>
<b>Department Head:</b>	Victoria Schultz	09-29-2023
<b>Division Chair:</b>	CJDerkowski	10/23/2023
<b>VPI:</b>		

## **Additional Course Information**

**Topical Outline:** Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, and clinical or other non-lecture instruction).

**Foundations:**

1. Health promotion and wellness theory
2. Wellness theory as applied throughout life span
3. Appreciation/Impact of cultural diversity
4. Behavior theories and introduction to behavior modification
5. Impact of culture/society/personal influences on nutrition and overall health

**Issues:**

1. Issues of Self-direction
2. Theories regard wellness concept
3. Primary, Secondary and Tertiary Levels of Prevention
4. Awareness of current health promotion strategies

## **Course Learning Outcomes:**

**Learning Outcomes – Upon successful completion of this course, students will:**

1. Define and/or explain wellness/health promotion to include personal, social, cultural, nutritional, and environmental components of wellness
2. Correlate concepts of wellness and healthy lifestyle and how relates to the development of specific health promotion strategies for various populations, including primary, secondary, and tertiary prevention strategies, as well as evaluate the success of existing and newly developed health promotion strategies
3. Recognize and appropriately respond to beliefs, values, culture, and languages of the population served

**Methods of Assessment:**

1. Three examinations during the course of the semester:
  - a. Examination One addresses 1-2
  - b. Examination Two addresses 2-3
  - c. Examination Three addresses 1-3
2. Term Paper/Project addresses 1-3

## **Required text(s), optional text(s) and/or materials to be supplied by the student:**

Duffy, K.G. and Atwater, E. Psychology for living, adjustment, growth, and behavior today. New York: Pearson-Prentice Hall. Latest Edition.

## **Suggested Course Maximum:**

25

## **List any specific or physical requirements beyond a typical classroom required to teach the course.**

Laptop, WebCam with Microphone, headset, access to internet/WIFI (not compatible with Internet Explorer at remote off-campus sites).

Working knowledge of Brightspace, the college's Learning Management System.

**Course Requirements/Grading System:** Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course.

Examination One	100 points
Examination Two	100 points
Term Paper	50 points
Behavior Mgmt Project	50 points
Final Examination	100 points
Total Points	400 Points

Term Paper and Term Project reflects cultural sensitivity, behavioral assessment fundamentals, communication and theories of wellness, as well as attitude development and cultural influences pertinent to beliefs.

360 – 400 = A = 90% - 100%  
 320 – 359 = B = 80% - 89%  
 280 – 319 = C = 70% - 79%  
 240 – 279 = D = 60% - 69%  
 239 & below = F = below 60%

### Curriculum Checklist:

- ☐ **Administrative General Education Course** (from ACGM, but not in WCJC Core) – No additional documents needed.
- ☐ **Administrative WCJC Core Course** – Attach the Core Curriculum Review Forms
  - ☐ Critical Thinking
  - ☐ Communication
  - ☐ Empirical & Quantitative Skills
  - ☐ Teamwork
  - ☐ Social Responsibility
  - ☐ Personal Responsibility
- ☒ **WECM Course** – If needed, revise the Program SCANS Matrix and Competencies Checklist