

Specific Guidelines For Health and Wellness Courses

As the general guidelines indicate, a *Health and Wellness* course may take one of several forms. Although each of the three general descriptions outlines the components of an acceptable course, it is also possible to augment one complete set of criteria with selected elements from the other two descriptions. The following specific guidelines suggest a range of acceptable course designs within the three general course categories.

•Sample Approaches for Syllabus:

1. Course leads students to demonstrate skills and knowledge of physical and emotional fitness concepts through physical as well as didactic instruction to enhance awareness of the benefits of a lifelong commitment to their own personal fitness and wellness

A. Students should be able to demonstrate skills and knowledge of physical fitness concepts (sports, exercise, dance, etc.) The skills and knowledge may be demonstrated partly through physical performance that includes correct technique of movement(s), knowledge of particular muscle groups involved in the movement(s) and the various ways that particular movements can be arranged in a combination or sequence. For example:

1. How will the course introduce correct movement technique?
2. How will the course explain particular muscle groups involved in various movements?
3. How will the students execute a movement combination? Will they perform a learned sequence and/or create their own?

B. The course must also include some academic instructional elements (reading, research, listening to lectures, writing essays, etc.) that ensure that these concepts become a familiar part of the students' thinking, thereby heightening their awareness of the benefits of a lifelong commitment to personal fitness and wellness. While the course may focus on physical fitness, it should include some wellness components that relate to a successful performance. Examples should emphasize several of the following components: nutrition, safety procedures, injury prevention, physical rehabilitation and psychological well-being. For example:

1. Will the course explain the importance of proper nutrition for physical fitness? If so, how?
2. Will safety procedures be introduced? If so, how?
3. Will the course include information on injury prevention and rehabilitation? If so, how?
4. Will the course provide an understanding of psychological well-being? If so, how?

•Sample Approaches for Syllabus:

2. Course leads students to develop an understanding of holistic health concepts in a manner that invokes personal responsibility for health and wellness. The course must include academic instructional elements that ensure the students' command of these concepts.

The term “holistic” refers to a philosophy that views the physical, mental and spiritual aspects of life as being closely interconnected and balanced. The goal is not just to be “well” in the physical body, but also to be in harmony with our environment and ourselves at all levels, body, mind and spirit. Therefore, life-style, social responsibility and relationships are all taken into consideration when creating optimum health in a holistic sense. Personal responsibility for health is also an important component of the holistic philosophy.

Courses that utilize a holistic approach to wellness may include information and views from alternative forms of medicine and other cultures such as Traditional Chinese Medicine, Ayurvedic medicine, yoga, chiropractic, Tai Chi, herbology, naturopathy, homeopathy, and others.

When developing syllabus for this type of course, the following points should be addressed:

1. How will the course introduce a Holistic philosophy of wellness?
2. How will the course stress the importance of personal responsibility for prevention of illness and disease?
3. What types of activities or academic instructional elements will be used to encourage the command of the concepts of personal and social responsibility?
4. If the course includes information about an alternative form of medicine or a different cultural view of health, how will these concepts be introduced?
5. Will the course include information on proper nutrition, safety procedures, injury prevention, or psychological well-being? If so, how will these components be addressed?

•Sample Approaches for Syllabus:

3. Course enables students in acquiring knowledge to make lifestyle changes geared toward the maintenance of healthy living and the prevention of disease and illness.

Students should learn ways of making lifestyle changes geared toward the maintenance of healthy living and the prevention of disease and illness (i.e. cardiovascular, diabetes, metabolic syndrome, obesity, cancer, osteoporosis, arthritis). The course must include academic instructional elements that direct and encourage students in the understanding and accomplishment of these goals.

When developing the syllabus for this type of course, the following should be considered:

1. How will healthy living be identified and addressed?
2. How will the steps of making lifestyle changes be addressed?
3. What diseases and illnesses will be looked at and what lifestyle changes would benefit them?
4. How will the promotion of lifestyle change in the student be addressed?
5. How will a balanced lifestyle utilizing physical, nutritional and other components be incorporated?