



Course Information

A: Division: Applied Programs
B: Department: Child, Family & Community Studies
Program: HSA, CYCC, CSW, CSSW, VLIT, ECE

Date: May 10, 1993
New Course: X
Revision of Course Information Form:
Dated:

C: CFCS 120 **D: Self and Others: Wellness** **E: 3**

Subject & Course No.	Descriptive Title	Semester Credit																																	
F: Calendar Description: This course in wellness emphasizes a holistic approach to self awareness and interpersonal skills which promotes a balanced personal and occupational lifestyle. Students will reflect on their experiences of self esteem, self care, and interactions with others. They will explore ways to take responsibility for their well-being and for the health of their local and global communities.	Summary of Revisions: (Enter date & section) Eg. Section C,E,F																																		
G: Type of Instruction: Hours per Week/per Semester <table border="0"> <tr><td>Lecture</td><td>60</td><td>Hrs.</td></tr> <tr><td>Laboratory</td><td></td><td>Hrs.</td></tr> <tr><td>Seminar</td><td></td><td>Hrs.</td></tr> <tr><td>Clinical Experience</td><td></td><td>Hrs.</td></tr> <tr><td>Field Experience</td><td></td><td>Hrs.</td></tr> <tr><td>Practicum</td><td></td><td>Hrs.</td></tr> <tr><td>Shop</td><td></td><td>Hrs.</td></tr> <tr><td>Studio</td><td></td><td>Hrs.</td></tr> <tr><td>Student Directed Learning</td><td></td><td>Hrs.</td></tr> <tr><td>Other</td><td></td><td>Hrs.</td></tr> <tr><td>TOTAL</td><td>60</td><td>HOURS</td></tr> </table>	Lecture	60	Hrs.	Laboratory		Hrs.	Seminar		Hrs.	Clinical Experience		Hrs.	Field Experience		Hrs.	Practicum		Hrs.	Shop		Hrs.	Studio		Hrs.	Student Directed Learning		Hrs.	Other		Hrs.	TOTAL	60	HOURS	H: Course Prerequisites: NIL I: Course Corequisites: NIL J: Course for which this Course is a Prerequisite: CFCS 220 K: Maximum Class Size: 30	
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L: College Credit Transfer College Credit Non-transfer	M: Transfer Credit: Requested: Granted: Specify Course Equivalents or Unassigned Credit as Appropriate: U.B.C. S.F.U. U. Vic. Other:																																		

Julie Roper *Pat Brown*

 (JULIE ROPER/PAT BROWN) COURSE DESIGNER(S)

Bonellin

 DIRECTOR/CHAIRPERSON

[Signature]

 DIVISIONAL DEAN

P.H. [Signature]

 REGISTRAR

**N: Textbooks and Materials to be Purchased by Students
(Use Bibliographic Form):**

Tubesing, D.A. and Tubesing, N.L., Seeking Your Healthy Balance, Duluth, Minnesota: Whole Person Associates, 1991 (\$20 - 1993)

Major Concepts: *global ideas that guide the design and delivery of the course*

1. Wellness is a holistic, multidimensional concept which encompasses not only the body, mind and spirit of the individual but extends to an ecological perspective.
2. Wellness is an ongoing process enhanced by self awareness, education and personal growth.
3. Wellness is a choice, involving self awareness, values clarification (knowing) and self responsibility (doing).
4. Wellness includes psychological (mind) health - the appreciation that every behaviour, thought, feeling and belief has an impact on your state of health.
5. Wellness includes physical health (body); this involves adopting a healthy lifestyle designed to promote optimal growth and development.
6. Wellness includes spiritual health (spirit) - the integration of three facets: (i) an insightful relationship with oneself and others, (ii) a strong personal value system, and (iii) a meaningful purpose to one's life.
7. Wellness extends beyond the individual to describe the interdependent nature of human beings. Wellness is directly influenced by interpersonal communication, intimacy and sexuality, social support, leisure, recreation and work.
8. Wellness extends beyond personal and professional relationships to encompass a global perspective, including environmental, cultural, political and economic structures.

Evaluation:

Selection of evaluation and assessment tools for this course will be based on:

1. Adherence to college evaluation policy regarding number and weighting of evaluations, i.e. a course of three credits or more should include at least five separate evaluations.
2. A combination of evaluation instruments that includes opportunities for students to demonstrate different ways of knowing, i.e. oral, individual, group, narrative, research.
3. A developmental approach to evaluation that is sequenced and progressive.
4. Evaluation being used as a teaching and learning tool for both students and instructors.
5. Commitment to student participation in evaluation through such processes as self and peer evaluation, participation in instrument design and program/instructor evaluation.