



**M:** Course Objectives / Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. acquire a problem solving process, including how to integrate knowledge, how to use inquiry, critical thinking and scientific reasoning to solve problems in the context of dissecting several cases which involve cells, tissues, and the homeostasis of systems
2. describe the integumentary and circulatory systems, the immune system and the nervous system.
3. describe physical fitness, including theories of safe practice
4. describe psychosocial health, including emotional, social and cognitive aspects
5. describe theories of spiritual health, including a model of spirituality and stress management
6. describe health/wellness from an ecological perspective
7. apply the concept of psychoneuroimmunology when describing the interconnectedness of the physical, psychosocial and spiritual dimensions of health
8. recognize how personal attitudes and lifestyle choices influence health
9. describe the impact of leisure and recreation upon health
10. explore a variety of health promotion practices

**N:** Course Content: The following global ideas guide the design and delivery of this course:

Alternate Hypotheses to explain the symptoms presented in each case

- developing as many explanations for the symptoms presented as possible

Integumentary System

- structure and function of cells and tissue
- anatomy and physiology of the skin
- review the involvement of the integumentary systems in homeostatic systems: immunity, water balance and temperature regulation

Respiratory System

- anatomy and physiology (A&P) of the respiratory system

Circulatory and Immune System

- relationship of anatomy of circulatory system, particularly, with respect to the skin, the brain and digestive system
- review diagnostic tests, including normal counts of white blood cells, red blood cells, blood pH, hematocrit and blood proteins

Nervous System

- anatomy and physiology of a neuron

Other Issues

- relationship between normal A&P and social environment
- relationship between nutrition and homeostasis
- relationship between nutrition and nervous system

Physical Health

- healthy lifestyles; facts, philosophies and self management skills
- preparing for physical activity; readiness, warm-up, cool-down
- principles of physical activity and self planning skills for lifetime involvement
- health benefits and safe practices for physical activity
- nutrition and body composition

Psychological Health

- theories of psychological health, including: Freud, Jung, Frankl, Maslow, Pert
- stress resistant and stress prone personalities
- emotional health, the impact of anger and fear
- social health, the impact of social support and meaningful friendships
- cognitive health; the role of self determination, decision making, mindfulness and self esteem

<p><b>Spiritual Health</b></p> <ul style="list-style-type: none"> <li>• theories of spiritual health, including: Jung, Peck, Borysenko, Chopra</li> <li>• spiritual health includes: a meaningful purpose to life, a personal value system and internal and external relationships</li> <li>• leisure concepts of perceived freedom, “Flow” and experiences in nature applied to spiritual health</li> <li>• applying a Model of Spirituality for Stress Management, developed by B. Seaward</li> </ul> <p><b>Wellness: an Ecological Perspective</b></p> <ul style="list-style-type: none"> <li>• health and wellness, a complex phenomena of interconnected systems</li> <li>• psychoneuroimmunology, a scientific field of study which documents the interconnectedness of mind/body/spirit</li> <li>• family, culture, socio-economic, political and environmental conditions which impact upon health</li> </ul> <p><b>Leisure and Health</b></p> <ul style="list-style-type: none"> <li>• concepts of leisure applied to theories of health promotion</li> <li>• physical, psychosocial and spiritual benefits of leisure</li> <li>• leisure lifestyle choices and stress management</li> </ul> <p><b>Health Promotion Practices</b></p> <ul style="list-style-type: none"> <li>• health risk appraisals</li> <li>• basic energy management, autogenics, progressive muscle relaxation, physical activity, yoga, Tai Chi, art, music, massage, humor, meditation and guided visualization</li> </ul>
<p><b>O:</b> Methods of Instruction</p> <ul style="list-style-type: none"> <li>• Lecture/discussion</li> <li>• Group work</li> <li>• Media</li> <li>• Presentations</li> </ul>
<p><b>P:</b> Textbooks and Materials to be Purchased by Students</p> <p>A list of recommended textbooks and materials is provided for students at the beginning of each semester.</p> <p>Resources include:</p> <ul style="list-style-type: none"> <li>• Selected readings from a variety of therapeutic recreation</li> <li>• Selected audio-visual and computer resources</li> <li>• Selected readings from books and journals</li> <li>• Therapeutic Recreation fine arts, adaptive equipment and supplies</li> </ul>
<p><b>Q:</b> Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations</p> <p>This is a graded course</p>
<p><b>R:</b> Prior Learning Assessment and Recognition:</p> <p>Open for PLAR</p>

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Course Designer(s) Julie Roper

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Education Council / Curriculum Committee Representative

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Dean / Director: Jan Lindsay

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Registrar