Course Title – Wellness and Health Promotion  
Course Prefix and Number – CHLT 1302  
Department – Human Services  
Division – Allied Health  
Course Type:  (check one)  
☐ Academic General Education Course (from ACGM – but not in WCJC Core)  
☐ Academic WCJC Core Course  
☒ WECM course (This course is a Special Topics or Unique Needs Course:  Y ☐ or N ☒)  
☒ Certificate and AAS Degree Program  

Semester Credit Hours # : Lecture hours# : Lab/other hours # 3:3:0  
Equated Pay hours for course - 3  

Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.  

Course Catalog Description - Overview of wellness theory and its application throughout the life span. Focus on attitude development, impact on cultural beliefs, and communication of wellness. Includes health behavior theories and approaches to behavior modification.  

Prerequisites/Co requisites - none  

Prepared by Victoria Schultz  
Date 05-20-2011  
Reviewed by department head Victoria Schultz  
Date 05-20-2011  
Accuracy verified by Division Chair Carol Derkowski  
Date 7-20-11  
Approved by Dean of Vocational Instruction or Vice President of Instruction  
Stephanie Dees  
Date 8/2/2011
I. Topical Outline – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, 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

II. Course Learning Outcomes

<table>
<thead>
<tr>
<th>Course Learning Outcome</th>
<th>Method of Assessment</th>
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<tbody>
<tr>
<td>1. Define wellness/health promotion,</td>
<td>1. Three examinations during the course of the semester</td>
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<tr>
<td>2. Explain personal, social, cultural, nutritional, and environmental components of wellness</td>
<td>Examination One addresses 1-3</td>
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<td>3. Correlates concepts of wellness and healthy lifestyle</td>
<td>Examination Two addresses 3-4</td>
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<td>4. Develop specific health promotion strategies for various populations, including primary, secondary, and tertiary prevention strategies</td>
<td>Examination Three addresses 5-6</td>
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<td>5. Recognize and appropriately respond to beliefs, values, culture, and languages of the population served</td>
<td>Term paper will address objectives 1-6</td>
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<tr>
<td>6. Evaluate the success of existing and newly developed health promotion strategies</td>
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III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.


IV. Suggested Course Maximum - 25

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

   Established as an ITV course
VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course

Grading System:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Examination One</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Examination Two</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Term Paper</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Final Examination</td>
<td>100</td>
<td></td>
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<tr>
<td>Total Points</td>
<td>400</td>
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</table>

Course Grade Assignment Schedule:

- 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%

VII. Curriculum Checklist

- Academic General Education Course (from ACGM – but not in WCJC Core)
  No additional documentation needed

- Academic WCJC Core Course
  Attach the Core Curriculum Checklist, including the following:
  - Basic Intellectual Competencies
  - Perspectives
  - Exemplary Educational Objectives

- WECM Courses
  If needed, revise the Program SCANS Matrix & Competencies Checklist.