

## HSWR 108: Health & Wellness

### Course Description

This course is designed to provide students with a basic understanding of the Holistic Health Care Needs of individuals in the community. Students are provided with the basic knowledge necessary to assist individuals who are unable to meet their health care needs independently. Students will also explore the concept of self-care and worker burnout. The content of this course is specific to developing the skills, knowledge, and values in the Human Service Worker setting.

**Course Hours:** 45

**Course Credits:** 3

**Course Prerequisites:** Minimum 65% in either English 12, English Studies 12, English First Peoples 12, ENGL 090, or equivalent (refer to Course Equivalency Information on the College website).

**Co-requisites:** None

### Format

Students who register for Flexible Assessment credit must provide evidence of their competency in the form of a portfolio and submit this evidence online to the designated HSWR Faculty Assessor two weeks before the end of the semester.

The portfolio submission must include the following information:

1. A table of contents with page numbers that follow the learning outcomes of the course, in the order the learning outcomes are listed on the *Flexible Assessment Documentation Form* below;
2. A labeled heading between each learning outcome and course activity;
3. Concrete evidence (i.e., photos, letters, logbook, video recording, observations) of each learning outcome in the order listed below along with brief explanations of the relevance of each piece of evidence;
4. A completed copy of the recording form below with the type and page number of each piece of evidence in the portfolio submission.

### **What You Need To Do**

Document your knowledge and implementation of each learning outcome for HSWR 108 (below) by providing a minimum of four examples for each outcome, with the exception of the learning outcomes that are met by the Additional Flexible Assessment Criteria (AFAC). The examples for the learning outcomes can include a combination of written examples, photos, observations, course/workshop certificates, log-books, video recordings, evaluations and practical applications. Each example must include a written component that clearly explains how the evidence has informed your professional practice.

### **Additional Flexible Assessment Criteria**

**AFAC 1.** Show an example of a typical weekly menu for a client who lives independently or a group of clients you work with who do meal planning and preparation. Show how the menu follows the Canada Food Guide. Explain how you can change the menu to make it more balanced and healthy. List a few examples of what you can add to the menu, based on diet restrictions and client needs.

**AFAC 2.** Describe someone you have worked with who would be defined as psychosocially healthy. List the attributes that have made them this way. Compare the list with yourself; what do you need to do to become more psychosocially healthy?

**AFAC 3.** Focus on a body system of a client with whom you have worked. What was happening with that particular body system? How was the body system affecting social, emotional, physical, intellectual, creative development, growth and skills for the client?

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### Learning Outcomes and Additional Flexible Assessment Criteria

Learning Outcomes	Types of Evidence	Page Number(s)	Value <i>(for office use only)</i>	Faculty Assessor's Comments <i>(for office use only)</i>
Define health and wellness, and explain the interconnected roles of the physical, social, intellectual, emotional, environmental, and spiritual dimensions of health.				
Identify the basic elements shared by psychosocially healthy people.	AFAC 1			
Analyze the factors that influence dietary decisions and discuss how Canada's Food Guide can be used to promote healthy eating.	AFAC 2			

Learning Outcomes	Types of Evidence	Page Number(s)	Value <i>(for office use only)</i>	Faculty Assessor's Comments <i>(for office use only)</i>
Describe the anatomy and physiology of a variety of body systems.	AFAC 3			
Demonstrate and explain Universal Precautions and the importance of infection control.				
Identify basic terminology used in pharmacology.				
Explain the rights of medication administration.				
Explain the long term effects chronic illness has on individuals and their support network.				
Evaluate the direct & indirect effects of stress on a person's overall health status.				
Develop a self-care plan for wellness.				

Telephone Interview	Date	Faculty Assessor's Comments <i>(for office use only)</i>