

New Core Component Proposal

Date Submitted: 10/11/19 9:49 am

Viewing: **KINE 282-GE : Culture of Wellness**

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Changes proposed by: rrahn

In Workflow

1. **HLKN Department Head**
2. **ED College Dean UG**
3. **CCC Preparer**
4. CCC Chair
5. Faculty Senate Preparer
6. Faculty Senate
7. Provost II
8. President
9. Curricular Services

Approval Path

1. 06/24/19 11:27 am
Melinda Sheffield Moore (zulu818):
Approved for HLKN Department Head
2. 07/01/19 8:32 am
Chris Cherry (chrischerry): Approved for ED College Dean UG
3. 10/01/19 2:56 pm
Ann Kenimer (a-kenimer): Rollback to HLKN Department Head for CCC Preparer
4. 10/06/19 9:22 am
Melinda Sheffield Moore (zulu818):
Rollback to Initiator
5. 10/12/19 2:15 pm
Melinda Sheffield Moore (zulu818):
Approved for HLKN Department Head
6. 10/15/19 10:41 am
Chris Cherry (chrischerry): Approved for ED College Dean UG

Contact(s)

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Course Prefix KINE Course Number 282

Academic Level UG

Complete Course Title Culture of Wellness

Abbreviated Course Title CULTURE OF WELLNESS

Crosslisted With

Semester Credit Hour(s) 3

Proposal for:

Core Curriculum

How frequently will the class be offered?

Every fall/spring semester

Number of class sections per semester 20

Number of students per semester 1000

Historic annual enrollment for the last three years

Last year: 0 Previous year: 0 Year before: 0

Core curriculum

Foundational

Component Area

Core Social & Beh Sci (KSOC)

TCCN prefix/number

Foundational Component Area: Social & Beh Sci

How does the proposed course specifically address the Foundational Component Area definition above?

While many wellness models exist, this course will focus on the 8 dimensions of wellness (physical, social, environmental, emotional, occupational, intellectual, financial, and spiritual) presented by Peggy Swarbrick and Jay Yudof in 2015 (link below in comments section). Students will explore all dimensions of wellness and examine data sets that connect to behaviors in each dimension. For example, smoking and obesity data from the World Health Organization will help them understand which cultures/nations and demographic subgroups are more likely to be impacted by these factors. After obtaining background information on each dimension, students will work in small groups to research the expression of wellness dimensions in assigned regions around the world. Students will develop hypotheses about their assigned region that address each wellness dimension, test the hypotheses throughout the semester by gathering empirical and behavioral data, and reach conclusions that they will share in presentations.

Students will use Geert Hofstede's six dimensions of national culture to better understand the way that societies organize themselves. These dimensions are: individualism/collectivism, power distance, masculinity/femininity, uncertainty avoidance, long term orientation, and indulgence. A link with more information about this resource is located in the comments section. Students will be able to access online resources that allow comparisons between countries on these scales, which are informed by the extensive research Hofstede and his colleagues have compiled. Students will apply these dimensions to test their hypotheses.

The eight wellness dimensions (physical, social, occupational, intellectual, environmental, emotional, financial, and spiritual) provide a framework for studying behaviors within individuals and groups. Students will explore human behavior in relation to the wellness dimensions. For example, Physical wellness is dependent on behavior choices: how we eat, how we move our bodies, how much sleep we get, and how we address illness. If an entire community makes similar choices, based on values and beliefs or access to resources, society is impacted more broadly.

Social wellness explores how people engage with their environment through behavior choices such as: connection to a larger network of people with commonly shared values (as described by Hofstede's theories and components of the Social Ecological Model) and awareness of how social choices (elections, volunteer activities, enjoying leisure time, making friends, etc.) impact those around us and personal happiness. A link to the Social Ecological Model, developed by McLeroy, Steckler and Bibeau is provided below in the Comments section.

Students will use the Social Ecological Model to describe how wellness behaviors affect and are influenced by individuals, groups, events, and institutions. The five stages of influence in the Social Ecological Model include intrapersonal, interpersonal processes and primary groups, institutional factors, community factors, and public policy. Individually, students will reflect on their wellness decisions through the evolution of these influencing factors. In small groups, students will share personal and researched experiences that document movement through the stages of the model and apply these influences to test their hypotheses.

Exploration of physical activities will be used as a further means to link the elements of the Social Ecological Model with both wellness and cultural dimensions. For example, students will research a specific physical activity (focus activity) in its cultural context and learn about how and why it developed in the way it did as an outgrowth of these cultural values and beliefs. For instance, Tai Chi developed from martial arts used in warfare, but is based on control, balance and harmony, an important part of Chinese philosophy dating back more than 2,000 years. Group practice, overseen by a master, is understandable given the cultural dimensions of China: high power structure, high context, collectivist, relationship orientation. The Social Ecological Model reinforces this through the influence of the community and public policy has had on group exercise programs in China. Beyond the focus activity, a variety of kinesthetic lessons will expose students to the ways people in different cultural and demographic subgroups engage with the wellness dimensions.

Core Objectives:

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Students will develop critical thinking skills as they analyze their own wellness behaviors and how they are influenced by social and cultural elements. They will also compare and contrast wellness behaviors among individuals in diverse societies/ regions, including the United States and other nations as well as their demographic subgroups. Teaching methods will incorporate outside readings on wellness dimensions (links to a selection of required reading are provided in the comments section), lecture discussions in response to these readings, and kinesthetic lessons as students practice activities that address multiple wellness dimensions. Students will also investigate intercultural values that drive wellness behaviors and how these change from culture to culture. Dialogue regarding historical and cultural influences on wellness behaviors fosters creativity and innovation, allowing students to become advocates for improving wellness into their adulthood. As students develop and test their hypotheses about wellness dimensions, their critical thinking skills will be evaluated through identifying necessary resources, gathering and analyzing data, and developing conclusions.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

To develop visual communication skills, students will interpret longevity, physical activity, and obesity trend maps in addition to intercultural values graphs. Evaluation of visual communication will take place through in-class assessments. Students will develop and be evaluated on their oral communication skills through small group discussions and presentations about wellness practices in their assigned region. Written communication will be developed and evaluated through personal reflections on wellness behaviors and cultural values driving those. Throughout the semester, student groups will use a variety of communication methods to present overviews of the wellness behaviors in their assigned region.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Students will explore Geert Hofstede's six intercultural dimensions and learn how values differ across nationality groups on these continua. Knowledge of the intercultural dimensions will be assessed through a reading quiz. Students will identify their own preferences on these value scales and theorize how these values drive wellness and other social choices (accessible design, greenspaces, volunteer activities, voting behaviors, etc.) in the regions and demographic subgroups they study. Students will determine how their preferred cultural dimensions may need to be adapted to engage successfully with people who are from different national, regional, or cultural groups. Where applicable, students will interact with members of their region individually or through campus cultural events.

As students investigate their regions using the Social Ecological Model, they will explore policy issues and community decisions, identifying how these are linked to personal decisions and social values. As they consider how to impact certain wellness dimensions within their chosen regions, they will gain skills in effectively engaging at the regional, national and global level. Students will be evaluated through in class discussions and the use of these concepts in their presentations.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

Students will create a case study that explains typical wellness behaviors in their selected region. For example, students will use nutrition tracking software such as Food Processor or other online programs, energy expenditure comparisons across global regions (Global Physical Activity Questionnaire), and/or the CDC Health-Related Quality of Life measurement tools to compare the case study to a typical American lifestyle. Students will develop and be evaluated on empirical and quantitative skills as they analyze the data and draw conclusions.

Additional Comments

Selection of resources used in class:

Geert Hofstede's intercultural dimensions: <https://geerthofstede.com/culture-geert-hofstede-gert-jan-hofstede/6d-model-of-national-culture/>

Geert Hofstede's country comparisons: <https://www.hofstede-insights.com/product/compare-countries/>

8 dimensions of wellness:

https://www.center4healthandsdc.org/uploads/7/1/1/4/71142589/wellness_in_8_dimensions_booklet_with_daily_plan.pdf

Social Ecological Model: https://www.acha.org/HealthyCampus/HealthyCampus/Ecological_Model.aspx

Examples of websites/ articles on each dimension of wellness:

Physical: Active People, Healthy Nation

<https://www.cdc.gov/physicalactivity/activepeoplehealthynation/index.html> and

USDA's Choose My Plate (Nutrition Guidelines) <https://www.choosemyplate.gov/>

Social: The secret to living longer may be your social life (Susan Pinker | TED2017)

https://ted.com/talks/susan_pinker_the_secret_to_living_longer_may_be_your_social_life?utm_source=tedco-mshare&utm_medium=email&utm_campaign=tedspread-sharetrade-a

Environmental: Healthy People 2020 Environmental Wellness Objectives

<https://www.healthypeople.gov/2020/topics-objectives/topic/environmental-health>

Emotional: National Institute for Mental Health Overview of Mental Health

<https://www.nimh.nih.gov/health/statistics/mental-illness.shtml>

Occupational: OECD (Organization for Economic Cooperation and Development) Work-Life Balance

<http://www.oecdbetterlifeindex.org/topics/work-life-balance/>

Intellectual: Promoting Intellectual Wellness Over the Lifespan, American Counseling Association

<https://www.counseling.org/news/aca-blogs/aca-member-blogs/aca-member-blogs/2016/05/17/promoting-intellectual-wellness-over-the-lifespan#>

Financial: Forbes - 3 Vicious Cycles: Links Among Financial, Mental, and Physical Health

<https://www.forbes.com/sites/brettwhysel/2018/06/27/3-vicious-cycles/#7cd1e7a5540d>

Spiritual: How Spirituality Can Impact Stress

<https://www.mayoclinic.org/healthy-lifestyle/stress-management/in-depth/stress-relief/art-20044464>

Data Collection/ Data Sets:

Global Physical Activity Questionnaire:

<https://www.who.int/ncds/surveillance/steps/GPAQ%20Instrument%20and%20Analysis%20Guide%20v2.pdf>

World Health Organization Nutrition Data Sets: <http://apps.who.int/nutrition/landscape/search.aspx>

OECD Health Data Sets: <http://www.oecd.org/health/health-statistics.htm>

Please ensure that the attached course syllabus sufficiently and specifically details the appropriate core objectives.

Attach Course Syllabus

[Syllabus_KINE_282.docx](#)

[Core Objectives Explanations.docx](#)

Reviewer Comments

Ann Kenimer (a-kenimer) (10/01/19 2:56 pm): Rollback: Returning to department following CCC review in September 2019. CCC comments "Not sure how course addresses oral or visual communication (oral communication more clearly addressed in CD proposal), appears to be appropriate for general education, syllabus needed additional detail. Recommend similar level of detail as provided in CD proposal"

Ann Kenimer (a-kenimer) (10/01/19 3:01 pm): My apologies, the CCC comments I included when I rolled this proposal back to the college were incorrect. The CCC comments for KINE 282-GE are "critical thinking not well addressed, learning activities are well described but it is not clear how learning is assessed"

Melinda Sheffield Moore (zulu818) (10/06/19 9:22 am): Rollback: Editing