



Instructor: **Email:**
Office: **Phone:**
Office Hours:
Course Title and Number: KINE 282: Culture of Wellness

Course Description: Explore the dimensions of wellness across worldwide cultures. Analyze, compare, and contrast wellness choices and their impact on the individual and society. Investigate a global region and its wellness practices. Integrate physical activity experiences that are centered on the history and culture of a focus activity that originated outside the United States.

Prerequisites: None.

Required Materials:

All material for the course will be provided on the learning management system (eCampus or equivalent). Materials will include websites, online surveys, journal articles, and textbook selections.

Core Objectives for Social and Behavioral Sciences Foundational Component Area:

- Critical Thinking (CT) – creative thinking; innovation; inquiry; and analysis, evaluation, and synthesis of information
- Communication (C) – effective development and interpretation and expression of ideas through written, oral, and visual communication
- Empirical and Quantitative Skills (EQS) – manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Social Responsibility (SR) – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

International and Cultural Diversity (ICD) Course Goals:

- Live and work effectively in a diverse and global society
- Articulate the value of a diverse and global perspective
- Recognize diverse opinions and practices (including but not limited to economic, political, cultural, gender, and religious opinions) and consider different points of view

Learning Outcomes: By the end of the semester, the student should be able to:

- 1) Describe the dimensions of wellness in relation to U.S. culture and demographic subgroups. (SR, ICD)
- 2) Examine the impact of wellness choices on the individual and society across diverse cultures and nations through analysis of global data sets related to social issues such as obesity or longevity (EQS, CT, SR)
- 3) Compare dimensions of wellness across diverse cultures and present findings for an assigned global region. (CT, C, ICD)
- 4) Identify components of the history and culture of the focus activity that influence the prominence of this activity in the culture and/or region of the world. (SR)
- 5) Apply wellness dimensions to a focus activity from cultures and nations outside the U.S. (ICD)

Course Assessments

Individual Assessments (100 points)

- *Personal Wellness Questionnaire* - Students will use various instruments to assess personal wellness and cultural value preferences. Upon completion, students will write a reflection over how their results pertaining to the class and how their wellness behaviors are impacted by the stages of influence from the Social Ecological Model.
- *Geert Hofstede's Dimensions of National Culture Self-Inventory*– Students will complete a self-assessment and written reflection using Geert Hofstede's dimensions of national culture, comparing their results with the class norms and US norms.
- *Wellness Dimension Hypotheses Formulation* - Students will formulate hypotheses about how four (4) of the eight (8) dimensions of wellness impact people in a particular country or region based on national cultural dimensions identified with the use of Hofstede's online comparison tool. These hypotheses will be tested throughout the semester as students analyze data collected for the group presentations described below.
- *Kinesthetic Reflection* – Students will write a reflection on their experience following the completion of kinesthetic lessons, and how their prior knowledge, attitudes, and behaviors influence that experience.

Reading Quizzes (100 points)

After completing outside readings and viewing videos, students will complete seven (7) online quizzes to check their mastery of the content. Topics covered in the quizzes include six (6) dimensions of national culture, eight (8) dimensions of wellness (divided into four (4) quizzes), Social Ecological Model, and the history and culture of the focus activity.

Group Wellness Dimension Presentations (400 points)

Students will work in small groups throughout the semester to research and present findings about a selected region's wellness practices. Four presentations using various formats will be scheduled after topics are covered in class and student groups complete their research. Two wellness dimensions will be covered in each presentation, including any hypotheses (from those established in the Wellness Dimension Hypotheses assignment) and findings related to them.

Case Study (100 points)

After all research and presentations are completed, each group will create a case study to represent a typical resident of the region. The case study will include an overview of the behaviors and cultural influence that occur in each wellness dimension in this region. The cultural influences discussion will make use of Geert Hofstede's website that allows comparison of dimensions of national culture.

Wellness Dimension Best Practices Assignment (150 points)

Students will synthesize information from the Personal Wellness Questionnaire, research summaries, and group presentations. Analysis of this information will allow students to identify which regions demonstrate best practices in wellness dimensions, and how these practices can help guide personal changes. Students will then use these best practices to develop a plan to change a behavior that would lead to an improvement in their wellness dimension with the lowest score. This plan will also acknowledge the levels of influence described in the Social Ecological Model and use of dimensions of national culture. Students will compose a 500-word paper that includes all the required elements of this assignment.

Peer Evaluation (75 points)

Throughout the semester, students will develop a sense of community with the class and students within their group. At the end of the semester, students will evaluate group members based on leadership, honesty, respect, attitude, listening, outside preparation for the group assessments, support and communication.

Class Participation (75 points)

Students will be required to bring independent research summaries to class on days when groups work on their wellness dimension presentations. Evidence of this research, active participation in class discussions, and contributions to data set analyses during class will comprise the student's class participation points.

Grading Scale

900-1000 = A 800-899 = B 700-799 = C 600-699 = D Below 600 = F

Academic Integrity

For additional information please visit: <http://aggiehonor.tamu.edu>

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”

Plagiarism

The handouts used in this course are copyrighted. By “handouts”, I mean all materials generated for this class, which include, but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

As commonly defined, plagiarism consists of passing off as one's own, the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic crimes, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicate.

It is also considered Academic Dishonesty to provide falsified documentation in order to obtain an excused absence.

If you have any questions regarding plagiarism, please consult the latest issue of the *Texas A&M University Student Rules*, under the section “Scholastic Dishonesty”.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Resources at 845-1637. For additional information visit <http://disability.tamu.edu>.

ATTENTION STUDENTS:

1. There is a certain assumption of risk which you engender when you participate in classes that include an activity, such as KINE 282. You must be aware of the assumption.
2. Students are fully expected to attend each class from the start of the class period until dismissed by the professor. Leaving class prior to dismissal by the professor, without advance permission, is considered a violation of departmental rules and may result in the student being charged with an Aggie Honor Code violation.
3. Your instructor may find it beneficial to the learning process to assist you in movements or body positions in this course. These actions may require physical contact with some students. If the contact makes you uncomfortable please communicate that to the instructor and every effort will be made to minimize this contact.

ATTENDANCE POLICY

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. Attendance is a critical component of student success and is essential to learning content. Due to the progressions used in teaching all aspects of this course, it is crucial to require regular attendance.

Attendance in both class and lab are required. A university approved excuse is required to make up missed assignments. Documentation of your university approved excuse must be provided within one week of the return to class.

On lecture days, students will be required to participate in class activities and group work. Students must be present in class to earn these points.

The focus activity and other kinesthetic lessons will be practiced on Fridays. These will be designated as “lab days”. One unexcused absence will be allowed on a lab day without penalty. For each unexcused absence beyond the first one (on lab days only), 100 points will be deducted from the final grade.

Excused absences, as defined in Rule 7 of the Texas A&M University Student Rules <http://student-rules.tamu.edu/rule07> will not result in any point deduction; however written documentation will be required to receive an excused absence. Any absence without timely documentation will be recorded as an unexcused absence.

The Physical Education Activity Program does not accept the *Texas A&M University Explanatory Statement for Absence from Class* form available at <http://attendance.tamu.edu> as documentation for an excused absence.

Make up work for unexcused absences is handled at the instructor’s discretion.

Updated 10/19

Class Schedule

Notes: Reading Quizzes are taken online and are due by 8:00 am on the assigned due date. Specific due dates will be posted on the learning management system. The Assigned Resources listed are examples; a complete list of required online resources will be provided on the learning management system.

Week	Assigned Resources	Monday	Wednesday	Friday (Lab Day)
1		Syllabus, Class Introduction	Group Development – Complete contract, choose region to research	Introduction to focus activity and Introduction to Dimensions of Wellness with Personal Wellness Questionnaire
2	Wellness in 8 Dimensions Social Ecological Model	Introduction to Dimensions of Wellness and Questionnaire Cont...	Scientific Inquiry and Determinants of Health Behavior – Social Ecological Model <i>*Social Ecological Model Quiz due on eCampus before class*</i>	History of focus activity <i>*Questionnaire and Reflection Due end of class*</i>
3	Geert Hofstede's 6 Dimensions of National Culture Cultural Values readings (ex. Milton Bennett, Craig Storti, Edward C. Stewart)	Definition of Culture <i>*Dimensions of Culture Reading Quiz due on eCampus before class*</i>	Discussion of 6 dimensions of national culture and avoiding stereotyping; Analysis of one's own cultural values and how those influence behavior, particularly wellness behaviors <i>*Geert Hofstede's Dimension of National Culture Self-Inventory due end of class*</i>	Cultural influence of focus activity
4	Physical Wellness Readings (ex. Healthy People, Healthy Nation, USDA My Plate)	Global Wellness Trends Discussion on Wellness Dimension Hypotheses Formulation	Physical Wellness in the United States <i>*Wellness Dimension Hypotheses Formulation due end of class*</i>	Physical benefits of focus activity
5	Social Wellness Readings/Video (ex. The secret to living a longer may be your social life TedTalk)	Social Wellness in the United States <i>*Physical and Social Wellness Reading Quiz due on eCampus before class*</i>	Group work with assigned region (Physical & Social Wellness)	Social influence of focus activity
6		Group presentations (Physical & Social Wellness)	Group presentations cont...(Physical & Social Wellness)	Implement focus activity
7	Occupational Wellness Readings (ex. OECD Work-Life Balance)	Occupational and Financial Wellness in the United States <i>*Occupational and Financial Wellness</i>	Group work with assigned region (Occupational & Financial Wellness)	Occupational and Financial influence of focus activity

	Financial Wellness Readings (ex. 3 Vicious Cycles: Links Among Financial, Mental, and Physical Health)	<i>Reading Quiz due on eCampus before class*</i>		
8		Group presentation (Occupational & Financial Wellness)	Group presentation cont... (Occupational & Financial Wellness)	Implement focus activity
9	Spiritual Wellness Readings (ex. Spirituality and Stress Relief) Emotional Wellness Readings (ex. National Institute of Mental Health)	Spiritual and Emotional Wellness in the United States <i>*Spiritual and Emotional Wellness Reading Quiz due on eCampus before class*</i>	Spiritual and Emotional Wellness in the United States cont...	Spiritual and Emotional influence of focus activity
10		Group work with assigned region (Spiritual & Emotional Wellness)	Group presentation (Spiritual & Emotional Wellness)	Implement focus activity
11	Intellectual Wellness Readings (ex. Intellectual Wellness over the Lifespan) Environmental Wellness Readings (ex. Healthy People 2020 Environmental Wellness)	Group presentation cont... (Spiritual & Emotional Wellness)	Intellectual and Environmental Wellness in the United States <i>*Intellectual and Environmental Wellness Reading Quiz due on eCampus before class*</i>	Intellectual and Environmental influence of focus activity
12	Focus activity readings	Group work with assigned region (Intellectual & Environmental Wellness)	Group presentation (Intellectual & Environmental Wellness)	Implement focus activity <i>*History and Culture of Focus Activity Reading Quiz due on eCampus before class*</i>
13		Group presentation cont...(Intellectual & Environmental Wellness)	Group work to complete Case Study	Implement focus activity <i>*Kinesthetic Lesson Reflection due in class*</i>
14		Gather data and feedback from teams to develop Best Practices assignment <i>*Wellness Dimensions Case Study due in class*</i>	Discussion of the influence of the focus activity in the wellness dimensions and best practices	Implement focus activity
15		Conclusion of focus activity <i>*Wellness Dimensions Best Practices Assignment due in class*</i>	<i>*Peer Evaluations due in class*</i>	

*****Schedule is tentative and is subject to change with advance notification*****