



# SUBJECT OUTLINE

Subject Name:

**Wellness Practices**

Subject Code:

**BIOW3**

## SECTION 1 – GENERAL INFORMATION

<b>Award/s:</b>	<b>Total Course Credit Points:</b>	<b>Level:</b>
Undergraduate Certificate in Lifestyle Coaching	10	1 <sup>st</sup> Year
<b>Duration:</b>	1 Semester	
<b>Subject is:</b>	<b>Subject Credit Points:</b>	2
Core		

### Student Workload:

<b>No. timetabled hours per week:</b> 3	<b>No. personal study hours per week:</b> 2	<b>Total hours per week:</b> 5
<b>Delivery Mode*:</b>		
<input type="checkbox"/> On campus	<input checked="" type="checkbox"/> Online / Digital	<input type="checkbox"/> Blended
		<input type="checkbox"/> Intensive
<b>Weekly Session^ Format/s - 1 session per week:</b>		
<input checked="" type="checkbox"/> eLearning modules: Lectures: Interactive adaptive online learning modules Tutorials: can include asynchronous tutor moderated discussion forum and activities, learning journal activities or other web-based resources		
<p>*All modes are supported by the online learning management system which will include subject documents such as handouts, readings and assessment guides.</p> <p>^A 'session' is made up of 3 hours of timetabled / online study time per week unless otherwise specified. Each subject has a set number of sessions as outlined above.</p>		
<b>Study Pattern:</b>	<input checked="" type="checkbox"/> Full Time	<input type="checkbox"/> Part Time
<b>Pre-requisites:</b>	Nil	
<b>Co-requisites:</b>	Nil	

## SECTION 2 – ACADEMIC DETAILS

### Subject Rationale

This subject will provide students with an introduction to the contemporary field of wellness science and its relation to personal self-care as well as applications in clinical practice. Through the study of a multi-dimensional approach to wellness students will be able to define wellness and wellbeing and understand its application to quality of life. Students will develop a deep understanding of the human stress response and its effect on human health and wellness, as well as learn practical skills for enhancing wellness and wellbeing, using an evidence based approach.



## Learning Outcomes

1. Describe the historical and modern development of wellness and wellbeing practices and how these practices impact on quality of life.
2. Evaluate the evidence base for wellness and wellbeing practices to ensure an effective and ethical approach is used for self-care and the care of others.
3. Demonstrated ability to perform a variety of wellness and wellbeing practices.
4. Demonstrated ability to evaluate personal wellness and wellbeing in relation to multidimensional models of wellness.
5. Plan and implement strategies for improving wellness and wellbeing.

## Assessment Tasks

Type	Learning Outcomes Assessed	Session Content Delivered	Due	Weighting
<b>Reflective Log</b> (1200 words +/-10%)	1, 3-5	1-6	Week 7	25%
<b>Project Plan</b> Evidence based intervention (500 words)	1, 2	1- 7	Week 9	25%
<b>Poster Presentation</b> Evidence based intervention (1200 words +/-10%)	1, 2, 5	1-13	Week 13	50%

All written assessments and online quizzes are due at 11:55 p.m. Sunday and submitted through the LMS.

### Pass Requirements

To achieve a passing grade in this subject, students must:

- have a cumulative mark of at least 50%, and
- have submitted all assessment items with a value greater than 15%

### Prescribed Readings:

Robinson, J., & McCormick, D. (2011). *Concepts in health and wellness*. Cengage Learning.

### Recommended Readings:

Compton, W., & Hoffman, E. (2013). *Positive psychology: The science of happiness and flourishing* (2<sup>nd</sup> ed.). Wadsworth Cengage Learning.



- Dunkley, C., & Stanton, M. (2014). *Teaching clients to use mindfulness skills: A practical guide*. Routledge. [ebook available]
- Lopez, S., Pedrotti, J., & Snyder, C. (2015). *Positive psychology: The scientific and practical explorations of human strengths* (3<sup>rd</sup> ed.). Sage Publications Inc.
- McCown, D., Reibel, D., & Micozzi, M. (2010). *Teaching mindfulness: A practical guide for clinicians and educators*. Springer. [ebook available]
- Snyder, C., & Lopez, S. (2009). *Oxford handbook of positive psychology* (2nd ed.). Oxford University Press.
- Travis, J., & Ryan, R. (2004). *Wellness workbook: How to achieve enduring health and vitality*. Celestial Arts.

Subject Content		
Week	Lectures	Tutorials / Practicals
1.	<p>Session 1</p> <p><b>Introduction to wellness and practices</b></p> <ul style="list-style-type: none"> <li>Define holistic wellness and wellbeing</li> <li>The development of the contemporary wellness movement and its relation to quality of life</li> <li>Wellness resources</li> </ul>	<ul style="list-style-type: none"> <li>Review and discussion of wellness resources</li> <li>Review of tools for measuring wellness and patient outcomes</li> </ul>
2.	<p>Session 2</p> <p><b>The human stress response</b></p> <ul style="list-style-type: none"> <li>Introduction to autonomic nervous system structure and function</li> <li>Understanding Hans Selye's General Adaptation Syndrome</li> <li>Molecules of emotion – Candice Pert</li> </ul>	<ul style="list-style-type: none"> <li>Create a table, chart or diagram that summarises the physiological stress response</li> </ul>
3.	<p>Session 3</p> <p><b>Biomarkers of stress</b></p> <ul style="list-style-type: none"> <li>Allostasis as a biomarker for homeostasis</li> <li>Principles of the Galvanic Stress Response</li> <li>Heart Rate Variability as a biomarker of autonomic nervous system balance</li> <li>Laboratory measures of the stress response</li> </ul>	<ul style="list-style-type: none"> <li>Review the HRV procedure and overview the results. This includes using an ADI instrument. Review the results as an indicator of ANS regulation</li> </ul>
4.	<p>Session 4</p> <p><b>Introduction to wellness theory</b></p> <ul style="list-style-type: none"> <li>Defining wellness &amp; wellbeing</li> <li>Orientation to the illness/wellness continuum</li> <li>Models of wellness</li> <li>Introduction to the Travis &amp; Ryan Dimensions of Wellness</li> </ul>	<ul style="list-style-type: none"> <li>Self-reflection and analysis of personal wellness using the 12 dimensions of the Travis and Ryan model of wellness</li> </ul>



5.	<p>Session 5</p> <p><b>Dimensions of wellness theory 1 (SPECIES 7 Dimensions)</b></p> <ul style="list-style-type: none"> <li>➤ Social</li> <li>➤ Physical</li> <li>➤ Emotional</li> </ul>	<ul style="list-style-type: none"> <li>➤ Strategic planning exercise addressing wellness issues related to social, physical and emotional dimensions as identified from the self-reflection exercise in session 4</li> </ul>
6.	<p>Session 6</p> <p><b>Dimensions of wellness theory 2 (SPECIES 7 Dimensions)</b></p> <ul style="list-style-type: none"> <li>➤ Career</li> <li>➤ Intellectual</li> <li>➤ Environmental</li> <li>➤ Spiritual</li> </ul>	<ul style="list-style-type: none"> <li>➤ Strategic planning exercise addressing wellness issues related to career, intellectual, environmental and spiritual dimensions as identified from the self-reflection exercise in session 4</li> </ul>
7.	<p>Session 7</p> <p><b>The science of sleep</b></p> <ul style="list-style-type: none"> <li>➤ Physiological principles of sleep</li> <li>➤ Effect of sleep quality on human health and performance.</li> <li>➤ Sleep hygiene</li> </ul>	<ul style="list-style-type: none"> <li>➤ Undertake a sleep hygiene analysis and develop a plan for improving sleep quality</li> </ul>
<p><b>NON-TEACHING WEEK</b> (note that make-up classes may be scheduled in this week)</p> <p><b>Online students</b> – The non-teaching week falls between Weeks 7 and 8</p>		
8.	<p>Session 8</p> <p><b>Dietary wellness</b></p> <ul style="list-style-type: none"> <li>➤ Healthy eating guidelines for Australians</li> <li>➤ Nutrition for the non-dietitian</li> <li>➤ Concepts of food access and equity</li> <li>➤ Food as a communal activity</li> </ul>	<ul style="list-style-type: none"> <li>➤ Undertake a 24hr dietary recall analysis and compare to the healthy eating guidelines for Australians</li> </ul>
9.	<p>Session 9</p> <p><b>Physical activity</b></p> <ul style="list-style-type: none"> <li>➤ Generic recommendations for exercise and physical activity</li> <li>➤ Defining exercise and physical activity</li> <li>➤ Biophilia in health and wellness</li> <li>➤ The effects of the sedentary lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develop a physical exercise plan to meet the recommendations for an active lifestyle</li> </ul>
10.	<p>Session 10</p> <p><b>Stress Management</b></p> <ul style="list-style-type: none"> <li>➤ Health impact of chronic stress</li> <li>➤ Principles of stress management</li> </ul>	<ul style="list-style-type: none"> <li>➤ Tutorial activities based on the main concepts</li> <li>➤ Practical application of evidence based stress management techniques</li> </ul>



	➤ Evidence based stress management techniques	
11.	<p>Session 11</p> <p><b>Guided imagery and meditation</b></p> <ul style="list-style-type: none"> <li>➤ Applications of meditation and guided imagery</li> <li>➤ Using the breath as a basis for mindfulness</li> <li>➤ Achieving our potential through guided imagery</li> </ul>	<ul style="list-style-type: none"> <li>➤ Tutorial activities based on the main concepts</li> <li>➤ Practical application of mindfulness and meditation techniques</li> </ul>
12.	<p>Session 12</p> <p><b>Concepts in positive psychology I</b></p> <ul style="list-style-type: none"> <li>➤ The development of happiness psychology</li> <li>➤ PERMA Wellbeing Theory</li> <li>➤ Flow for wellbeing</li> <li>➤ Signature strengths</li> <li>➤ Savouring and gratitude</li> <li>➤ Optimism and hope</li> </ul>	<ul style="list-style-type: none"> <li>➤ Tutorial activities based on the main concepts</li> <li>➤ Complete the VIA Signature Strengths Questionnaire to identify signature strengths</li> </ul>
13.	<p>Session 13</p> <p><b>Concepts in positive psychology II</b></p> <ul style="list-style-type: none"> <li>➤ Compassion</li> <li>➤ Gratitude</li> <li>➤ Resilience</li> </ul>	
14.	<p><b>Non-Teaching Week/Practical Examination Week 1</b></p> <p>Note that make-up classes may be scheduled in this week</p>	
15.	<p><b>Non-Teaching Week 2</b></p> <p>Note that make-up classes may be scheduled in this week</p>	
16.	<p><b>Final Examination Week 1</b></p> <p>There is no final exam for this subject</p>	
17.	<p><b>Final Examination Week 2</b></p> <p>There is no final exam for this subject</p>	