# Dimensions of Wellness Course No. TBD Credit: 0.5

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| **Student name:** |  | **Graduation Date:** |  |

Pathways and CIP Code; Family, Community and Consumer Services (44.0000)

Course Description: This course will examine components of interpersonal and intrapersonal

well-being. Students will prepare for careers related to mental and behavioral health by taking an in-depth look at the

8 dimensions of wellness, understanding the difference between each, practices to build them, and the

interrelationships between the dimensions.

Directions:The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.

**RATING SCALE:**

4. Exemplary Achievement: Student possesses outstanding knowledge, skills or professional attitude.

3. Proficient Achievement:Student demonstrates good knowledge, skills or professional attitude. Requires limited supervision.

2. Limited Achievement:Student demonstrates fragmented knowledge, skills or professional attitude. Requires close supervision.

1. Inadequate Achievement:Student lacks knowledge, skills or professional attitude.

0. No Instruction/Training:Student has not received instruction or training in this area.

## Benchmark 1: ANALYZE HEALTH AND WELLNESS PRACTICES THAT ENHANCE INDIVIDUAL AND FAMILY WELL-BEING.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 1.1 | Explore the eight Dimensions of Wellness (emotional, spiritual, intellectual, physical,  environmental, financial, occupational, and social). |  |
| 1.2 | Identify the interrelationship of the components of wellness. |  |
| 1.3 | Analyze the relationship of the physical, emotional, social, and intellectual components of  individual and family wellness. |  |
| 1.4 | Compare and contrast wellness challenges across the lifespan for individuals and  families. |  |
| 1.5 | Examine the impact of family culture, socio-economic and local to global conditions on  wellness practices (e.g. local sourcing, food availability, imported foods, etc.). |  |
| 1.6 | Analyze the effects of social and cultural views on body image. |  |
| 1.7 | Identify risky behaviors that affect health and wellness. |  |
| 1.8 | Analyze data related to health and wellness to determine reliable and unreliable sources  of nutrition, health and wellness information. |  |
| 1.9 | Identify common areas of demographics and how lived experience may affect an individual’s approach to life and work content. |  |
| 1.10 | Summarize information about procuring and maintaining health care across the lifespan. |  |

## Benchmark 2: EXAMINE PHYSICAL AND ENVIRONMENTAL WELLNESS AND HOW IT RELATES TO HEALTH AND WELLNESS.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 2.1 | Identify the positive benefits of physical activity across the lifespan. |  |
| 2.2 | Explain the relationship between nutrition, physical activity, and wellness. |  |
| 2.3 | Implement and monitor a personal health plan, including nutrition and diet, wellness,  and fitness components. |  |
| 2.4 | Explain the relationship between quantity and quality of sleep and wellness |  |
| 2.5 | Identify the impacts of drug (over-the-counter, prescription, and illicit) and alcohol use on  an individual and family's wellness. |  |
| 2.6 | Identify the methods for protecting oneself from STIs. |  |
| 2.7 | Identify the positive impact that time spent outdoors can have on health and wellness |  |
| 2.8 | Explain the impact that consumerism has on the environment and how consumers can  participate in recycling |  |
| 2.9 | Compare the impacts of shopping locally on the environment |  |
| 2.10 | Identify methods for maintaining personal, family, and community safety in multiple  environments (home, work, school, public, etc.) |  |

## Benchmark 3: EXAMINE THE COMPONENTS OF EMOTIONAL, SPIRITUAL, AND INTELLECTUAL WELLNESS.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 3.1 | Analyze mental health factors that influence social health. |  |
| 3.2 | Compare and contrast the impact of stress on social interaction, physical health, and  mental wellness. |  |
| 3.3 | Identify agencies and resources to address issues and assist those with health conditions  (e.g. mental health, social health, physical health, and emotional health). |  |
| 3.4 | Identify the warning signs of individuals at risk of mental health conditions. |  |
| 3.5 | Determine the components of positive relationships in both social and family settings. |  |
| 3.6 | Analyze influences on health decisions, including technology and the media (e.g. online  medical websites, advertising, social media). |  |
| 3.7 | Identify coping strategies to manage life issues. |  |
| 3.8 | Identify personal values, beliefs, and short and long-term priorities |  |
| 3.9 | Demonstrate tolerance, civility, and mutual respect when communicating and working  with other individuals and systems. |  |
| 3.10 | Identify personal boundaries and methods for upholding those boundaries |  |
| 3.11 | Determine what work-life balance looks like and identify methods to maintain balance. |  |

## Benchmark 4: EXAMINE SOCIAL, OCCUPATIONAL, AND FINANCIAL WELLNESS AND HOW IT RELATES TO PERSONAL AND FAMILY WELLNES

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 4.1 | Examine the importance of a personal and professional network as it relates to  personal and career success. |  |
| 4.2 | Identify the importance of relationships with trusted and safe individuals |  |
| 4.3 | Identify the impact of credit on personal and family financial wellness |  |
| 4.4 | Compare and contrast financial wants and needs |  |
| 4.5 | Identify basic concepts of budgeting major recurring expenses and unexpected financial  needs. |  |
| 4.6 | Identify self-interests, strengths, and talents as they relate to career interests and  financial spending habits |  |
| 4.7 | Practice basic self-management skills related to social and career success (time  management, critical thinking, planning, etc.)), |  |

## Benchmark 5: ENHANCE CAREER READINESS THROUGH PRACTICING APPROPRIATE SKILLS IN HUMAN SERVICES CAREER APPLICATIONS.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 5.1 | Demonstrate collaborative skills to address health and wellness concerns. |  |
| 5.2 | Practice effective communication skills when sharing information about healthy living  practices. |  |
| 5.3 | Enhance the development of process skills across all contexts (e.g. critical thinking,  creativity, goal setting, problem-solving, decision making, leadership, management,  cooperation). |  |
| 5.4 | Determine how science and technological advances are influencing the availability, safety,  and nutritional value of foods. |  |
| 5.5 | Apply thinking and practical problem-solving strategies to promote the prevention of  health and wellness issues. |  |
| 5.6 | Create and share nutrition, health, and/or wellness information using multiple modes of  technology to advocate for good nutrition, health, and/or wellness decisions. |  |
| 5.7 | Summarize education, training, certifications, and responsibilities of individuals engaged  in nutrition, prevention health, and wellness-related careers (e.g. advocates, prevention  education, intervention resource conduit). |  |
| 5.8 | Analyze the benefits of professional organizations to the nutrition, prevention health, and  wellness professional. |  |

I certify that the student has received training in the areas indicated.

Instructor Signature:

For more information, contact:

CTE Pathways Help Desk

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