

WELLNESS
September 24, 2015

I. Short Description

Wellness equips students with a holistic distinctly Christian understanding of their physical, emotional, and relational well-being. This competency is designed to help students develop lifelong disciplines in areas such as movement, nutrition, recovery, emotional health and relationships that will positively impact their undergraduate education and their service to church and society.

II. Core Competency Learning Outcomes and Interpretation

A. Students will be able to...

1. demonstrate foundational knowledge in the fundamental areas of wellness
2. articulate how wellness perspectives and disciplines can be shaped by Christian faith and practice
3. engage in good physical, emotional, and relational practices

B. Expansion and interpretation of the outcome statements

1. Learning Outcome #1. Demonstrate foundational knowledge in the fundamental areas of wellness

Wellness involves both practice and knowledge, and there are a number of agreed-upon domains of knowledge that are fundamental to wellness. These include:

- Cardiovascular endurance - the ability of the heart, lungs and blood vessels to deliver oxygen to working muscles in the body.
- Mobility/Flexibility - the ability for fluid movement via a joint or series of joints
- Muscular strength - the ability of a muscle or muscle group to produce force
- Nutrition - the science of how food and nutritional substances affect the body, including the social, economic, cultural, and psychological aspects of eating
- Sleep, rest, and recovery - universality of the work/recovery cycle, including specific human dimensions of sleep hygiene, sleep debt, and sleep cycling.
- Weight management and body image – scientific practices around weight ranges, body composition, and weight management. Particular emphasis on cultural norms and ideals around body types
- Emotional health - affective competencies with regard to identification, specification and management of emotion including how an individual reacts, both emotionally and behaviorally, to events. Includes mental illness, depression, and addiction
- Relationships - socio-cultural norms and practices related to human interaction including the ways in which individuals relate to and engage with the world around them, including culture, society, sexuality, family, friends, and romantic partners

2. Learning Outcome #2. Articulate how wellness perspectives and disciplines can be shaped by Christian faith and practice

Wellness concepts and lifestyle choices associated with those beliefs are an integral part of Christian life and practice. Creation speaks to the importance of matter as does the incarnation of God in the person of Jesus. A significant aspect of our high and holy calling is the expression of faith via our physicality. Bodies are gifts of God to be stewarded for His purposes and we honor God through the proper care of our bodies. Teaching wellness from this perspective places emphasis not just on *how* we can best care for our physical, emotional, and relational well-being, but on *why* it is our responsibility as Christians to do so.

3. Learning Outcome #3. Engage in good physical, emotional, and relational practices

While being able to describe a holistic perspective on health and human flourishing is important, good physical, emotional, and relational habits are an important part of this course. Students should be able to reflect on their own habits and disciplines and set goals for themselves, detailing what, if anything, they would change to improve their overall wellness while at Wheaton.

III. Guidelines

A. Expanded Area Description

God created us to be physical beings and part of our calling, as created human beings, is to engage reality physically and materially. Further, in the Incarnation, God Himself became flesh like us, living, growing, suffering, dying, and rising again as a full human being. The wellness competency affirms the centrality of bodily life for a truly Christian understanding of human flourishing. This competency is rooted in a biblical perspective on human beings and enables students to both understand and practice a whole range of disciplines involved in flourishing as physical beings

B. Connection between area outcomes and the 12 overall program goals of the Christ at the Core

1. Holistic Learning Goal #2: Students will demonstrate holistic learning by pursuing varied approaches to knowledge with discernment and humility as they map both the rich connections and the conflicts among the disciplines.

Holistic learning in Wellness will span the fields of biology, chemistry, psychology, and sociology. Kinesthetic learning is a primary mode of learning in wellness, and students learn a wide variety of concepts within the context of physical engagement. Students will also learn how physical, emotional, and relational well-being impacts academic, social, economic, and cultural development and maturity.

2. Wisdom Goal #2: Students will grow in wisdom by applying biblical principles and theological perspectives and developing the virtues required to meet the myriad challenges of their lives. *Students in wellness will learn the biblical basis for caring for themselves and others. This course is also designed to help students develop lifestyle habits around nutrition, movement, sleep and recovery, relationships, and social engagement that will positively impact their undergraduate education and their ability to serve church and society.*

3. Christian Character Goal #3: Students will mature in Christian character by seeking wholeness in the physical, intellectual, and spiritual facets of their lives, honoring the God who has created each of us in his own image. *Wellness students are challenged to care for themselves and others from a holistic perspective which includes but is not limited to physical, intellectual, and spiritual dimensions.*

C. Evidence for achievement of the outcomes

1. Students demonstrating physical competency via participation in ROTC or varsity athletics will satisfy the Wellness Core Competency requirement by:

- the Wellness Competency Exam with a score of 70% or higher (this exam will measure all three learning outcomes and include student articulation of how wellness can be shaped by Christian faith and practice through an essay)
- successful completion of one year of their ROTC program or one season of their varsity athletics program

2. Students who are not formal participants in ROTC or varsity athletics may satisfy the Wellness Core Competency by successfully completing:

- an activity log
- a dietary analysis
- a sleep log
- the Wellness Competency Exam with a score of 70% or higher (this exam will measure all three learning outcomes and include student articulation of how wellness can be shaped by Christian faith and practice through an essay)

3. Students who meet the Wellness Competency through enrollment in a Wellness course must meet competency to the level outlined in the table below.

WELLNESS LEARNING OUTCOMES	MEASUREMENT
Students will be able to...	As evidenced by...
Demonstrate foundational knowledge in the fundamental areas of wellness	a score of 70% or better of the Wellness final exam
Articulate how perspectives on and disciplines of wellness can be shaped by Christian faith and practice	a score of 70% or better on the “Christian Perspectives on Wellness” section of the Wellness final exam (with student articulation of understanding outcome #2 in an essay)
Engage in good physical, emotional, and relational practices	successful completion of an activity log (8 weeks), dietary analysis (3 days), and sleep log (1 week).

D. General Advice

It is strongly recommended that students complete the Wellness Competency during their freshman year, or first semester as a transfer student. This competency can help students as they create habits for their college years (and beyond). Varsity athletes or ROTC students may wait until they have completed the relevant ROTC and varsity experiences, but should take the competency exam as early as possible. Coaches and advisors are encouraged to facilitate the prompt preparation and completion of all segments of the competency.

The preferred pedagogy for Wellness includes a learning environment that is aimed toward cognitive challenge, physical engagement, and social support within a distinctively Christian ethos.