

COURSE INFORMATION

COURSE PREFIX/NUMBER:	HUS 214
COURSE TITLE:	Health, Wellness, and Nutrition for Special Populations
LECTURE HOURS/WEEK:	3.0
LAB HOURS/WEEK:	0.0
CREDIT HOURS/SEMESTER:	3.0

[Distance Learning Attendance /VA Statement](#)

[Textbook Information](#)

COURSE DESCRIPTION:

This course discusses theoretical etiologies, current thinking, and current trends in the field of health and wellness in gerontology and developmental disabilities.

COURSE COMPETENCIES:

Upon completion of HUS 214---Health, Wellness, and Nutrition for Special Populations, students should be able to:

Module 1: Personal Attitudes and Biases toward Those who are Aged or who Have Developmental Disabilities

1. Reflect upon experiences with family, friends, acquaintances or strangers who are developmentally disabled or who are aged.
2. Explore attitudes, values, and biases that may hinder an understanding of the special wellness needs and challenges faced by those who are disabled or aged.
3. Develop strategies and methods to address identified biases, stereotypes, and attitudes.

Module 2: Conceptual Framework of Aging and Developmental Disabilities

1. Define health, wellness, and nutrition.
2. Define and provide examples of a variety of developmental disabilities.
3. Define dementia and Alzheimer's disease and give physical, cognitive, emotional, behavioral, and social indicators.
4. Discuss the special needs of special populations as they relate to health, wellness, and nutrition.
5. Discuss the importance of prevention in terms of preparing for the aging process.

Module 3: Understand and Apply Health, Wellness and Nutrition Prevention, Intervention and Rehabilitation Strategies

1. Describe the medical, environmental, and holistic or wellness models of health.
2. Identify and describe the six dimensions of wellness.

3. Describe the personality qualities that are associated with the six dimensions of wellness.
4. Explain the philosophy of holistic health.
5. Describe the physiological, mental, and emotional components of stress.
6. Describe Maslow's hierarchy of needs and its role in mental health.
7. Describe the benefits of exercise for special populations.
8. Describe the impact of cigarette and other tobacco products on wellness.
9. Describe both the health benefits as well as the concerns regarding alcohol consumption in the aging community.
10. Discuss the impact of widower and widowhood on the surviving spouse in relationship to wellness.
11. Develop a comprehensive prevention, intervention, and treatment or rehabilitation program plan specific to special populations.

Module 4: Professional Development – The Importance of Continuing Education and Professional Enhancement

1. Attend workshops or seminars related to issues of aging.
2. Demonstrate professional behavior to include professional attire when appropriate.
3. Demonstrate professional behavior to include time management skills, team building, and conflict management and stress management skills.
4. Select appropriate work samples for developmental portfolio.

MINIMAL STANDARDS:

A minimal grade of C is required in this course.

COURSE REQUIREMENTS:

Attendance Policy:

The Attendance Policy contained in the College Catalog and Handbook will be enforced. Students are responsible for all material covered and for all assignments made in all classes.

The instructor may initiate a withdrawal from class if student has not:

- been in contact with the instructor within the first two (2) weeks of the term
- submitted assignments as specified
- completed assignments in proctored setting as specified
- attended lab as scheduled

If the withdrawal occurs prior to midterm, the student will receive a grade of "W." If the withdrawal occurs after midterm, the grade will be assigned at the instructor's discretion.

Policy on Academic Dishonesty:

The policies stated in the York Technical College Catalog and Handbook will be enforced. Any student involved in cheating or any other form of academic dishonesty will be given a grade of zero and will be subject to further disciplinary action.

Academic dishonesty, as used in the Human Services Department, includes using another's work or words without giving proper credit to the source, cheating on tests and other assignments, forging supervisors' signatures on department forms, violating the confidentiality of instructors' or other students' work (folders, grade books), falsifying timesheets, sharing information from tests/quizzes, or **ANY OTHER FORMS OF UNETHICAL OR UNPROFESSIONAL BEHAVIOR.**

EVALUATION STRATEGIES/GRADING:

HUS 214 is designed for completion in one semester. A final grade of C must be earned for successful completion of this course. Failure to accumulate enough points for a letter grade of C would mean that competencies for the course have not been adequately met. Therefore, students earning a final grade lower than C must repeat the course.

All assignments/assessments are expected to be submitted/completed within the specified time frame. Points will be deducted on those assignments/assessments received after the due date.

Grading Scale

All assignments carry a specific point value. The final grade is computed by totaling points earned on all assignments. The letter grade will be assigned according to the total number of points earned as follows:

Grade/Point Value	
450--500	A
400--449	B
350--399	C
300--349	D
0--299	F

Module Grading Breakdown

Module I	50 points	10%
Module II	150 points	30%
Module III	250 points	50%
Module IV	50 points	10%
TOTAL	500 points	100%

ENTRY-LEVEL SKILLS: The willingness to read, comprehend, and communicate effectively.

PREREQUISITES: HUS 101

CO-REQUISITES: None