

.VĒRITAS

S T U D Y A B R O A D

Center for International Programs and Sustainability Studies

Course name: Sustainable Lifestyles: 9 Dimensions of Healthy Living

Course code: SUSD-3000

Total contact hours: 60

Pre-requisites: n/a

COURSE DESCRIPTION

The 21st century has brought with it a steep increase in health concerns, from stress, drug addiction and heart-related conditions to loneliness and depression. Young adulthood entails critical life transitions and therefore people in this period of life often experience health concerns more than any other. How do young adults sustain well-being and create healthy lifestyles they can enjoy throughout their lives? This course combines research on meta-analyses of the elements that lead young adults to well-being and success, as well as includes "me-search" where course participants can learn how they themselves fine-tune their own healthy lifestyle. The course explores 9 dimensions of healthy living: physical health, psychological and emotional wellbeing, educational attainment, ethical behavior, relationships, constructive engagement, executive functioning and life skills, civic engagement, and spirituality.

COURSE PRE-REQUISITES

No pre-requisites.

AUDIENCE

This course is structured for International Students attending the Study Abroad program at Universidad Veritas. However, courses are not exclusive to foreigners so a few native

students could enroll in this course. Some of the courses are also taught in Spanish as part of our Bachelors in Sustainability Management.

This is a theoretical-practical course, and it seeks to clarify the following question:

How do young adults sustain well-being and create healthy lifestyles they can enjoy throughout their lives?

In order to respond this question, we will study the following generative topics:

- Physical health
- Psychological and emotional wellbeing
- Educational attainment
- Ethical behavior
- Relationships
- Constructive engagement
- Executive functioning and life skills
- Civic engagement, and spirituality

Along the course, the following **skills** will be fostered:

- Students will learn to assess sustainable lifestyles from an integral perspective, which encompasses and integrates many domains and practices
- Students will also be encouraged to use honest self-reflection to understand how to implement practices that lead them to healthier lifestyles

Among the **values** and **attitudes** that will be promoted among students are the following:

- Teamwork and leadership
- Systemic thinking
- Logical and communicative intelligence

- Problem solving
- Learning how to learn
- Self-awareness
- Empathy

COMPETENCIES, CRITERIA AND EVIDENCE

The competencies for the Veritas University are reflexive and integral actions that respond to the professional profile and to the problems of the context, with suitability and ethical commitment, integrating the know-how, and the knowledge to know in a perspective of improvement.

Below are both the disciplinary and general competencies, linked to their criteria and evidence of performance for this course.

Competencies	Key competences	Evidence of learning
Self-Awareness	<ul style="list-style-type: none"> ○ Understands personal strengths and challenges 	<ul style="list-style-type: none"> ○ Development of the Healthy Lifestyle Plan ○ Presentation of selected dimension of healthy living ○ Class Participation
	<ul style="list-style-type: none"> ○ Ability to accept and share personal characteristics 	
	<ul style="list-style-type: none"> ○ Learn to identify when and when not living in a zone of optimal health 	
	<ul style="list-style-type: none"> ○ Implement strategies to maintain and return to optimal health 	

General/Core		
Integrates knowledge, skills and attitudes to learn continuously and through one's life pursuing an efficient development in the knowledge-based society.	<ul style="list-style-type: none"> ○ Learning to learn. 	<ul style="list-style-type: none"> ○ Development of the Healthy Lifestyle Plan ○ Presentation of selected dimension of healthy living ○ Class Participation
Integrates the necessary knowledge, skills and attitudes to learn interpersonal communication techniques.	<ul style="list-style-type: none"> ○ Relates well to others ○ Manage and solve conflicts. ○ Negotiates reliably and empathetically ○ Speaks responsibly ○ Listens attentively. 	<ul style="list-style-type: none"> ○ Development of the Healthy Lifestyle Plan ○ Presentation of selected dimension of healthy living ○ Class Participation
Builds the necessary knowledge, skills and attitudes to learn how to communicate orally and in written form in the different disciplines that make up the curriculum.	<ul style="list-style-type: none"> ○ Communicates thoughts of the discipline orally, graphically, and in written form. 	<ul style="list-style-type: none"> ○ Development of the Healthy Lifestyle Plan ○ Presentation of selected dimension of healthy living ○ Class Participation

COURSE CONTENT

Unit 1. Introduction to 9 Dimensions of Young Adult Success

Unit 2. Introduction to Healthy Lifestyle Plan

Unit 3. Physical Health

- Nutrition
- Exercise
- Substance Abuse
- Sleep
- Safe sex

Unit 4. Psychological & Emotional Wellbeing

- Emotional Intelligence
- Coping Mechanisms
- Resilience
- Identity Development
- Mindsets

Unit 5. Healthy Social and Family Relationships

- Intimate relationships
- Conflict Resolution
- Tribalism
- Parents
- Communication skills

Unit 5. Ethical Behavior

- Impulse control
- Values

- Crime
- Cultural Relativism
- Empathy

Unit 6. Educational Attainment

- Multiple intelligences
- Creativity
- Experiential Learning
- Learning differences
- Study skills

Unit 7. Constructive Engagement

- Professional skills
- Use of screens
- Resume
- Productive Leisure
- Agency

Unit 8. Civic Engagement

- Service Learning
- Leadership
- Politics
- Environmental actions
- Integrative Thinking

Unit 9. Life skills

- Finances
- Healthy Habits

- Decision-Making
- Organization and Planning
- Motivation

Unit 10. Spirituality

- Mindfulness
- Purpose & Meaning
- Connectedness
- Religion
- Flow

METHODOLOGY

This course will combine discussion, presentations, and activities. It will begin by introducing all 9 dimensions and the research that gave rise to them. Students will be able to choose which dimension they want to study further and select the elements of this dimension they want to emphasize in a presentation to the class.

Furthermore, students will complete a Healthy Lifestyle Plan as a final project. This is a self-diagnostic and strategic plan for how they want to live a healthy lifestyle. Students will be encouraged to complete each dimension on the week after learning on the unit that corresponds to that dimension.

EDUCATIONAL RESOURCES

In order to guarantee good development of the course, therefore, to guarantee learning, the following resources are available: an updated bibliographic database, multimedia equipment that students can use for their individual presentations; whiteboards and other school equipment for weekly sessions, and readings provided by the educator. Most of the lessons will take place in the classroom. During independent work periods, students will be able to attend the institution.

A campus library, study rooms, and computer labs are available for the students' independent work time. Free Wi-Fi connection for students, educators, and staff is provided on campus, which gives students the possibility to work not only in the library or computer labs, but also around campus.

LEARNING EVALUATION

Evaluation compiles and evaluates evidence by taking into account feedback providing pre-established criteria. The course evaluation must be aligned with the competencies and the teaching methodology. There is a rubric for each evaluation resource. Even though the rubric grants a grade, it is also a quantitative and qualitative description of the students' performance. The rubrics include the core and discipline key competences.

ASSIGNMENTS	PERCENTAGE VALUE
Presentations	40 %
Class Engagement	20 %
Healthy Lifestyle Plan weekly dimension homework (x9)	20 %
Completed Healthy Lifestyle Plan	10 %
Experiential Healthy Living Field Trip	10%
Total	100%

LEARNING STRATEGIES AND RUBRICS

The following learning strategies will be developed:

1. Presentation:

Each student will present on a specific dimension of healthy living, or more if desired or shared with another student. These presentations will give students the opportunity to delve deeper into a dimension of their interest. Furthermore, students practice oral communication skills, sequential organization of topics and research.

Indicator	Excellent (100%)	Very good (90-99%)	Good (80-89%)	Sufficient (70-79%)	Insufficient (below 69%)
The topic(s) chosen are well researched. Student shows adequate expertise on the topics with more than one perspective (source) on each topic.					
The presentation appears organized and flows well from introduction to conclusion, and from activity to activity.					
Submit final outline of presentation 72 hours prior to presentation day.					
Student demonstrates eloquent, formal and engaging oral communication skills.					
Keep the presentation between 60 and 90 minutes long.					
Engagement of students through questions, activities, multimedia, etc.					
A diversity of perspectives are shared in each of the topics, giving the class various points					

of view.					
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2. Class Engagement:

Involvement in class topics, asking questions, providing unique perspectives, supporting others' learning. Student participation and investment is what ultimately makes a class a good class. Being attentive and engaged in class is an essential component to accomplishing the skills and competencies designed for this class.

Indicator	Excellent (100%)	Very good (90-99%)	Good (80-89%)	Sufficient (70-79%)	Insufficient (below 69%)
Willingness to provide perspectives on the topic at hand, even if these differ from others' opinions.					
Asking questions on the topic at hand.					
Answering questions when asked by a student presenter, professor or a peer.					
Takes notes on the topic to utilize them for the completion of the Healthy Lifestyle Plan.					
Student is attentive and on task during class.					
Doesn't distract others with side comments, side					

conversations, or off-topic distracting comments.					
Willing to share own experience with the topic discussed.					

3. Healthy Lifestyle Plan:

The Healthy Lifestyle Plan (HLP) provides a framework to apply the content learned in class to each student's own life. It encourages honest introspection as well as application of the content learned in class. Students practice critical thinking and analysis when devising strategies to implement when they veer off a path of healthy living. The following rubric will apply for each of the weekly assignments, as well as the final HLP.

Indicator	Excellent (100%)	Very good (90-99%)	Good (80-89%)	Sufficient (70-79%)	Insufficient (below 69%)
Demonstrate knowledge accumulated during the class in each of the dimensions through the completion of descriptions and strategies.					
Use of at least 3 categories for each dimension, and two descriptions for each component. Completed green, yellow and red.					
At least two strategies in yellow and two in red for each category described.					

Uniqueness of descriptions and strategies in each of the components. Only repeats strategies or descriptions where needed.					
Assignments are turned in on time.					

4. Experiential Healthy Living Field Trip

Indicator	Excellent (100%)	Very good (90-99%)	Good (80-89%)	Sufficient (70-79%)	Insufficient (below 69%)
Itinerary is organized with a variety of activities addressing different dimensions and domains					
Clear and complete list of budgeting needs and materials needed for the activities planned.					
Contacting and confirming appointments, instructors or any other support needed.					
Communicate itinerary, budgeting, materials and support confirmation in a document to be submitted					

10 days prior to the trip, at the latest.					
Introduction to each activity explaining the dimension(s) and domain(s) it addresses.					
Group debrief for each activity to reflect on the experience.					
Conclusion and reflection on the entire experience					
Teamworking skills					
Engagement in all activities as a participant					

ATTENDANCE

Regarding classes:

1. Students are only allowed a total of two (2) nonconsecutive (back-to-back) class absences. A student shall fail the course if more than two absences are registered.
2. Three late arrivals to class (within the first 15 minutes) are treated as one absence. Attending class 30 minutes late without an official justification will also count as an absence.
3. In the case of an absence from any assignment evaluated in class (presentations, evaluations, field trips, etc.) a student will be given a grade zero unless an official document is presented within one week of the absence.

4. If a student presents an official document to excuse the absence, the missed assignment is to be presented on that same day.

Regarding field trips:

5. An unjustified absence on a field trip will immediately result in the loss of all points assigned to that specific trip. However, if an official document justifying the absence is presented, 50% of the assignment points may be obtained on presentation of a complementary research assignment, to be agreed upon with the professor, within one week of the field trip.
6. An absence on a field trip may be justified should two course field trips coincide. In such a case, and in order to avoid losing points, students shall be able to opt for carrying out a research assignment.

CODE OF CONDUCT

1. Professors have the right to expel a student from the classroom should he / she/ they:
2. Be disruptive in the classroom.
3. Behave in a disrespectful way.
4. Be under the influence of alcohol or even smells like alcohol.
5. Be under the influence of any illegal drug.
6. Shows hygiene problems that may disturb other students.

ELECTRONIC DEVICES

The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. **Please turn all devices OFF** and put them away when class begins. Devices may be used ONLY when the professor assigns a specific activity and allows the use of devices for internet search or recording.

Those who fail to comply with the rule must leave the classroom for the remainder of the class period. If situation happens again, 10 points will be deducted from the final participation grade.

PROGRAM POLICIES

The student must comply with the provisions of the CIPSS Program Policies available on the Canvas platform.

BIBLIOGRAPHY

Scales, P. C., Benson, P. L., Oesterle, S., Hill, K. G., Hawkins, J. D., & Pashak, T. J. (2016). The dimensions of successful young adult development: A conceptual and measurement framework. *Applied Developmental Science, 20*(3), 150-174. Link: [The dimensions of successful young adult development: A conceptual and measurement framework - PMC \(nih.gov\)](#)

Benson, P. L., Scales, P. C., Hawkins, J. D., Oesterle, S., & Hill, K. G. (2004). Executive summary: Successful young adult development. *A report submitted to: The Bill & Melinda Gates Foundation. Retrieved February, 2, 2016.* Link: [Successful Young Adult Development \(gatesfoundation.org\)](#)

*A document will be shared with all students with resources on all the 9 dimensions of Healthy Living and their components.

CHRONOGRAM

Week	Contents	Evidence of learning
Week 1	<ul style="list-style-type: none"> ○ Research that led to the 9 Dimensions of Young Adult Success ○ Overview of each of the dimensions 	<ul style="list-style-type: none"> ○ Understand what this research entails and where it comes from. ○ Identify the basics of each dimension
	<ul style="list-style-type: none"> ○ Selection of dimensions to present and creation of chronogram 	<ul style="list-style-type: none"> ○ Know which dimension the student will present

		and when
Week 2	○ Healthy Lifestyle Plan survey	○ Increased awareness of areas of attention in dimensions of healthy living
	○ Introduction to Healthy Lifestyle Plan	○ Understand each component of a Healthy Lifestyle Plan ○ Clarity in how to complete the student's own Healthy Lifestyle Plan
Week 3	Review the dimension of Physical Health and its components: ○ Nutrition ○ Exercise ○ Substance Abuse ○ Sleep ○ Safe sex	○ Knowledge of the basics of this dimension ○ Ability to apply it to the student's own life in the Healthy Lifestyle Plan
Week 4	Review the dimension of Psychological and Emotional Wellbeing and its components: ○ Emotional Intelligence ○ Coping Mechanisms ○ Resilience ○ Insight ○ Identity Development	○ Knowledge of the basics of this dimension ○ Ability to apply it to the student's own life in the Healthy Lifestyle Plan

	<ul style="list-style-type: none"> ○ Mindsets 	
Week 5	<p>Review the dimension of Healthy Social and Family Relationships and its components:</p> <ul style="list-style-type: none"> ○ Intimate relationships ○ Conflict Resolution ○ Tribalism ○ Parents ○ Communication skills 	<ul style="list-style-type: none"> ○ Knowledge of the basics of this dimension ○ Ability to apply it to the student's own life in the Healthy Lifestyle Plan
Week 6	<p>Review the dimension of Ethical Behavior and its components:</p> <ul style="list-style-type: none"> ○ Impulse control ○ Values ○ Crime ○ Cultural Relativism ○ Empath 	<ul style="list-style-type: none"> ○ Knowledge of the basics of this dimension ○ Ability to apply it to the student's own life in the Healthy Lifestyle Plan
Week 7	<p>Review the dimension of Educational Attainment and its components:</p> <ul style="list-style-type: none"> ○ Multiple intelligences ○ Creativity ○ Experiential Learning ○ Learning differences ○ Study skills 	<ul style="list-style-type: none"> ○ Knowledge of the basics of this dimension ○ Ability to apply it to the student's own life in the Healthy Lifestyle Plan
Week 8	<p>Review the dimension of Constructive Engagement and its components:</p> <ul style="list-style-type: none"> ○ Professional skills ○ Use of screens ○ Resume 	<ul style="list-style-type: none"> ○ Knowledge of the basics of this dimension ○ Ability to apply it to the student's own life in the Healthy Lifestyle Plan

	<ul style="list-style-type: none"> ○ Productive Leisure ○ Agency 	
Week 9	<p>Review the dimension of Civic Engagement and its components:</p> <ul style="list-style-type: none"> ○ Service Learning ○ Leadership ○ Politics ○ Environmental actions ○ Integrative Thinking 	<ul style="list-style-type: none"> ○ Knowledge of the basics of this dimension ○ Ability to apply it to the student's own life in the Healthy Lifestyle Plan
Week 10	<p>Review the dimension of Life Skills and its components:</p> <ul style="list-style-type: none"> ○ Finances ○ Healthy Habits ○ Decision-Making ○ Organization and Planning ○ Motivation 	<ul style="list-style-type: none"> ○ Knowledge of the basics of this dimension ○ Ability to apply it to the student's own life in the Healthy Lifestyle Plan
Week 11	<p>Review the dimension of Spirituality and its components:</p> <ul style="list-style-type: none"> ○ Mindfulness ○ Purpose & Meaning ○ Connectedness ○ Religion ○ Flow 	<ul style="list-style-type: none"> ○ Knowledge of the basics of this dimension ○ Ability to apply it to the student's own life in the Healthy Lifestyle Plan
Week 12	<p>Review and sharing of students' Healthy Lifestyle Plans</p>	<ul style="list-style-type: none"> ○ Ability to openly share important elements and insights from the Healthy Lifestyle Plan.

	Conclusions and final takeaways from the course	<ul style="list-style-type: none">○ Reflection on concrete lessons learned and new strategies to apply toward healthy living in the future.
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***Please note that this chronogram is tentative and subject to change.**