

## Objective 3.1: Health and Wealth

## Course: MIL302 Soldier Health and Fitness

Students will understand the likely consequences of personal choices with respect to the dimensions of wellness, including financial health.

### Outcomes 3.1-A: The Dimensions of Wellness

<b>By graduation students will:</b>	<b>Not Proficient</b>	<b>Developing Proficiency</b>	<b>Proficient</b>	<b>Exceeding Proficiency</b>
Evaluate their current wellness status through a variety of self-assessments.	Student completes 0 out of 3 assessments to determine Physical, Emotional, Social, Spiritual, Environmental, Financial, Intellectual, and Occupational levels of wellness. (Army Combat Fitness Test (ACFT), Occupational Physical Assessment (OPAT), Tiger Wellness Inventory (TWI)).	Student completes 1 out of 3 assessments to determine Physical, Emotional, Social, Spiritual, Environmental, Financial, Intellectual, and Occupational levels of wellness. (Army Combat Fitness Test (ACFT), Occupational Physical Assessment (OPAT), Tiger Wellness Inventory (TWI)).	Student completes 2 out of 3 assessments to determine Physical, Emotional, Social, Spiritual, Environmental, Financial, Intellectual, and Occupational levels of wellness. (Army Combat Fitness Test (ACFT), Occupational Physical Assessment (OPAT), Tiger Wellness Inventory (TWI)).	Student completes 3 out of 3 assessments to determine Physical, Emotional, Social, Spiritual, Environmental, Financial, Intellectual, and Occupational levels of wellness. (Army Combat Fitness Test (ACFT), Occupational Physical Assessment (OPAT), Tiger Wellness Inventory (TWI)).
Analyze how personal choices are likely to affect wellness in its various dimensions.	Demonstrates little to no understanding of the results provided through the self-assessments and provides no material to support claims made in the paper in regards to one's own behavior and the impact said behavior can have on one's well-being.	Demonstrates a basic understanding of the results provided through the self-assessments and uses vague or inaccurate examples provided from the self-assessments reports to make connections between one's own behavior and behavior for optimal well-being.	Demonstrates a thoughtful understanding of the results provided through the self-assessments and uses relevant examples from the self-assessments reports to make connections between one's own behavior and behavior for optimal well-being.	Demonstrates a thorough understanding of the results provided through the self-assessments and uses specific examples from the textbook, the course lectures, or the self-assessments reports to make applicable connections between one's own behavior and behavior for optimal well-being.

Formulate a healthy-living plan based on the dimensions of wellness.	The plan does not identify an individual goal that can be designated as having a “healthy” impact on a dimension and does not identify the steps required to accomplish any change in behavior. No strategies for success are identified.	The plan defines an individual goal but does not address any motivational factors, nor how the change impacts any dimension and provides some steps required to yield the desired outcome, but not all stages are included. Few strategies or barriers are identified to aid in successful implementation of the plan.	The plan defines an individual goal and the motivation for the change, it also identifies the dimension(s) to be impacted, or making connections to self-assessments and outlines the steps required to yield the desired outcome, including the steps from the planning stage through implementation to maintenance and re-evaluation. Some strategic tips for success are addressed as well as possible barriers and how to overcome them.	The plan clearly defines an individual goal using the SMART method and the motivation for the change, it also identifies the dimension(s) to be impacted, making connections to self-assessments and clearly & concisely outlines the steps required to yield the desired outcome, fully explaining each step from the planning stage through implementation to maintenance and re-evaluation. Several strategic tips for success are addressed as well as possible barriers and how to overcome them.
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**Assignment meeting Outcome 1:**

During the first week of the semester, students will take the Tiger Wellness Inventory (TWI). The TWI is a 10-minute survey that assesses a student’s overall wellness level across eight dimensions of wellness: Physical, Emotional, Social, Spiritual, Environmental, Financial, Intellectual, and Occupational. Students will also take the Army Occupational Physical Assessment (OPAT), which provides upper- and lower-body power, lower-body strength, and aerobic endurance measurements. The events are Standing long jump, Seated power throw, Strength deadlift, and an interval aerobic run. During the final week of the course students will take the Army Combat Fitness Course (ACFT). This assessment will gauge the students’ power, speed, agility, balance, [and] muscular and aerobic endurance. The events are the 3-repetition maximum deadlift, standing power throw, hand release push-up, sprint-drag-carry, leg tuck, and two-mile run.

**Assignment meeting Outcome 2:** Students will use results from the OPAT and TWI to analyze how personal choices impact each dimensions of wellness. Through the process of writing a Reflective Response Essay they will address their current behavior and how any changes may impact their health now and in the future.

**Assignment meeting Outcome 3:** Students will use the data from their first OPAT and TWI results to develop an Individual Healthy Living Plan based on the dimensions of wellness obtained from their OPAT and TWI results, and personal goals. The instructor will provide guidance throughout this process using US Army Holistic Health Coaching Principles (FM 7-22 Holistic Health and Fitness).