9 DIMENSIONS OF WELLNESS

PHYSICAL WELLNESS:
- The physically well person gets an adequate amount of sleep, eats a balanced and nutritious diet, engages in exercise for 150 minutes per week, attends regular medical check-ups, and practices safe sex.

EMOTIONAL WELLNESS:
- The emotionally well person can identify, express, and manage the entire range of feelings and would consider seeking assistance to address areas of concern.

INTELLECTUAL WELLNESS:
- The intellectually well person values lifelong learning and seeks to foster critical thinking, develop moral, reasoning, expand worldviews, and engage in education for the pursuit of knowledge.

OCCUPATIONAL WELLNESS:
- The professionally well person engages in work to gain personal satisfaction and enrichment, consistent with values, goals, and lifestyle.

FINANCIAL WELLNESS:
- The financially well person is fully aware of financial state and budgets, saves, and manages finances in order to achieve realistic goals.

ENVIRONMENTAL WELLNESS:
- The environmentally well person recognizes the responsibility to preserve, protect, and improve the environment and appreciates the interconnectedness of nature and the individual.

SOCIAL WELLNESS:
- The physically well person gets an adequate amount of sleep, eats a balanced and nutritious diet, engages in exercise for 150 minutes per week, attends regular medical check-ups, and practices safe sex.

CREATIVE WELLNESS:
- The socially well person has a network of support based on interdependence, mutual trust, respect and has developed a sensitivity and awareness towards the feeling of others.

SPIRITUAL WELLNESS:
- The spiritually well person seeks harmony and balance by openly exploring the depth of human purpose, meaning, and connection through dialogue and self-reflection.
STEP 1: WELLNESS SERIES SURVEY

- Originally adapted from the Ohio State University, our wellness series survey aims to assess the current standing of our students through the 9 Dimensions of Wellness.

- The survey is sent out digitally (via email) to all members of the FSL community with a wide range of questions from each dimension in order to properly measure this.

- The survey is confidential, meaning we are not able to see who has or has not completed the survey or what their answers are.

- Chapters are required to have at least 80% of their members complete the survey.

- The wellness series survey is administered at the end of the Spring semester.
  - The results from this survey are then used for the upcoming year of programming (beginning in the Fall).
STEP 2: FOCUS GROUP

• The purpose of the focus group is to discuss the results of the survey/data and to gather further context from your chapter members in attendance.

• The nature of the meeting, if led by a Wellness Center representative, is confidential. However, if it is led by an advisor, faculty/staff member, or an alum then the nature of the meeting is private.

• The focus group will consist of the following people:
  ◦ The Wellness Series Coordinator or House Manager
  ◦ AT LEAST two members from each class in your chapter
    ▪ We suggest having no more than 3-4 members from each class.
  ◦ Chapter Leadership/Exec
  ◦ A facilitator of your choosing

• When selecting a facilitator make sure to ask your Chapter Leadership for suggestions, as you will want all members participating to feel comfortable and trust them. This way everyone is willing to be honest and transparent, which will get you better results.

• Once you have selected your facilitator, they will receive the facilitator guide from OFSL, which will help guide them through the focus group.
STEP 3: CHAPTER CONVENING TEAM

- The purpose of the chapter convening team is to meet post-focus group to discuss the results and outcomes.
- The facilitator of the focus group will share their notes and perspective, while the Wellness Series Coordinator/House Manager will do the same.
- Your 3-4 target areas or themes will be determined in this meeting based off of the results. The order in which you should prioritize your programs/themes will also be discussed.
- The discussion of potential learning outcomes for the chapter and program may also be discussed at this time.
- The chapter convening team will consist of the following people:
  - The Wellness Series Coordinator or House Manager
  - Director or Assistant Director of FSL
  - Focus Group Facilitator
  - FSL GA
  - Chapter President
  - Wellness Center Representative
    - To provide further context about the data, notes, and themes.
LEARNING OUTCOMES GUIDE

Student learning outcomes describe the knowledge/skills/abilities/attitudes, etc. a student should display after participating in a program, activity, service, or interaction. Based on their participation in a learning experience, students will demonstrate what they know or are able to do upon being assessed. This demonstration should be measurable.

Outcomes should be:

**Measurable:** focuses on "how much" change is expected
(i.e., the percentage of members who report they engage in binge drinking will decrease from 35% to 25% or lower).

**Achievable:** realistic given program resources and planned implementation.

**Relevant:** relates directly to the program/activity goals.
If your goal was to improve the physical fitness of members of your chapter, you would need to make sure that all of your objectives relate directly back to that goal.

**Time Specific:** provides a time frame for the objective to be met
(i.e., By the end of the program, participants will be able to demonstrate knowledge of 5 to 8 warning signs of suicide).

**Basic Format:**

- Focus on using action verbs that describe an observable or identifiable action - use Bloom's Taxonomy
- Focus on:
  - What is the student expected to be able to know?
  - What is a student expected to be able to do?
  - How is the student expected to be able to think?
- Use the following format when drafting an outcome:
  - "Students will be able to <<action verb>> <<statement>>."
- Describe a behavior that is meaningful, specific, measurable, and attainable.
Steps for Developing/Writing Learning Outcomes:

1. Define the program/event you will be assessing with your learning outcome.
2. Think about what students can/should learn from the program/event.
   a. When we organize programs/events we try to educate student about something. What is that something? What is the purpose of the program?
   a. Beginning with an action verb that denotes the level of learning expected. Using terms such as know, understand, learn, appreciate are generally not specific enough to be measurable. Levels of learning and associated verbs may include the following:
      i. Remembering and understanding: recall, identify, label, illustrate, summarize.
      ii. Applying and analyzing: use, differentiate, organize, integrate, apply, solve, analyze.
      iii. Evaluating and creating: monitor, test, judge, produce, compose.
4. Follow with a statement.
   a. The statement should describe the knowledge and abilities to be demonstrated. For example:
      i. Participants will be able to identify at least two techniques they can use to de-stress.
      ii. Participants will be able to recall various tips on how to personally budget their finances from this program.
      iii. Participants will be able to compose their own resumes with proper format, design, and information.
# FOCUS GROUP

**DATE**

**LOCATION**

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**FACILITATORS**

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CHAPTER CONVENING TEAM

DATE

LOCATION

FOCUS AREA #1:


THEME TO ADDRESS:


FOCUS AREA #2:


THEME TO ADDRESS:


FOCUS AREA #3:


THEME TO ADDRESS:


FOCUS AREA #4:
PROGRAM #1

DATE

LOCATION

PROGRAM TITLE

THEME

FACILITATOR(S)

CHECK LIST

☐ Register program on GetInvolved

☐ Reserve the location on Virtual EMS

☐ Inform the chapter about the program

☐ Create the program learning outcomes

☐ Meet with program facilitator

☐ Create program post-assessment on Qualtrics

☐ Send the post-assessment after the program concludes

☐ Send facilitator a thank you note!