

LSC Use Only Proposal No: _____ UWUCC Use Only Proposal No: 11-131
 LSC Action-Date: App-3/22/12 UWUCC Action-Date: App-4/10/12 Senate Action Date: App-5/10/12

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Health and Physical Education	Phone 724-357-4027

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

- New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

Current course prefix, number and full title: HPED 143 Health and Wellness

Proposed course prefix, number and full title, if changing: HPED 143 Physical Well-Being

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

- Learning Skills Knowledge Area Global and Multicultural Awareness Writing Across the Curriculum (W Course)
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)
 Global Citizenship Information Literacy Oral Communication
 Quantitative Reasoning Scientific Literacy Technological Literacy

3. Other Designations, as appropriate

- Honors College Course Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

- Catalog Description Change Program Revision Program Title Change New Track
 New Degree Program New Minor Program Liberal Studies Requirement Changes Other

Current program name: _____

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)		3/2/12
Department Chairperson(s)		3/2/12
College Curriculum Committee Chair		3/9/12
College Dean		3/9/12
Director of Liberal Studies (as needed)		3/22/12
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs		4/10/12

Received

MAR 19 2012

Liberal Studies

NEW SYLLABUS OF RECORD

I. Catalog Description

HPED 143 Physical Well-Being

3 class hours
0 lab hours
3 credits
(3c-01-3cr)

This course is designed to provide an overview of personal health and wellness. Emphasis will be given to physical dimension in the attainment of well-being. Topical areas will include, but are not limited to, exercise and fitness, healthy eating and weight management, substance use and abuse, disease prevention, and sexuality. In addition this course will also cover stress management and emotional wellness. Students will be guided in the development of an individualized wellness plan to improve their overall physical well-being. Successful completion of this course fulfills the Liberal Studies Dimensions of Wellness requirement.

IIa. Course Outcomes and Assessment (Expected Undergraduate Student Learning Outcomes - EUSLO)

Objective 1:

Demonstrate an understanding that wellness is comprised of several interdependent dimensions.

Expected Learning Outcome 1:

Informed Learners

Rationale:

The Dimensions of Wellness course criteria stipulate that at least two of the seven listed dimensions of wellness be addressed; a dimension of primary focus and another that is interrelated to the primary. Although all seven components of wellness identified within the Dimensions of Wellness guidelines will be explained and examined, this course will have as its primary focus the physical dimension, with the required secondary component being the emotional (stress management). Reading assignments and lecture material will emphasize the interdependent nature of wellness, as an Informed Learner understands phenomena from within and across disciplines. Assessment of this objective will come from performance on the course examinations.

Objective 2:

Assess existing strengths and challenges within their physical dimension.

Expected Learning Outcome 2:

Empowered Learners

Rationale:

The Dimensions of Wellness course criteria stipulate such an assessment occur within the dimension of primary focus. Because Empowered Learners gain meaning from experience and observation, a self-assessment checklist of behaviors either performed or not performed within the physical dimension will be administered early in the semester to clearly identify these strengths and challenges. Assessment of this objective will come from review and grading of this physical dimension self-assessment checklist.

Objective 3:

Develop, implement and evaluate a plan for self-improvement of an identified personal challenge within the physical dimension.

Expected Learning Outcome 3:

Responsible Learners

Rationale

The Dimensions of Wellness course criteria stipulate an improvement plan be developed to address challenges identified in the self-assessment of the dimension of primary focus. Accordingly, an active learning assignment is embedded into this course, The Plan for Self-Improvement in Physical Wellness. Assessment of this objective will come from the grading of submitted written work associated with the Plan for Self-Improvement in Physical Wellness.

Objective 4:

Describe the impact of their physical health behaviors upon personal well-being and upon society as a whole.

Expected Learning Outcome 3:

Responsible Learners

Rationale:

Because Responsible Learners understand the consequences of their decisions and actions, various reading assignments and lecture notes will emphasize the impact that wellness-oriented and wellness-neglected lifestyle decisions have upon themselves and upon society. For example, understanding the impact of overweight and obesity on personal health problems and the economic impact on society. Assessment of this objective will come from grading of examinations and Internet-Based Learning Assignments.

Objective 5:

Access and evaluate health-related information from reliable internet sources.

Expected Learning Outcome 2:

Empowered Learners

Rationale:

The Dimensions of Wellness course criteria stipulate the Internet must be utilized to gather accurate health information that is relevant to the topic of primary focus. Various assignments will require students to access and evaluate information associated with the physical dimension, i.e., exercise, nutrition, chronic diseases, sexuality. Assessment of this objective will come from grading the Internet-Based Learning Assignments.

III. Course Outline**A. Introduction to Wellness (3 hours)**

1. Definitions and descriptions of health and wellness
2. Descriptions of the dimensions of wellness
3. Emphasis upon the interdependent nature of the dimensions of wellness
4. Major factors that influence wellness
5. Guidelines for evaluating internet-accessed wellness information

B. Cardiorespiratory (Aerobic) Fitness (3 hours)

1. Definition and description of aerobic fitness
2. Benefits of possessing aerobic fitness
3. Consequences of not possessing aerobic fitness
4. Methods of assessing aerobic fitness
5. Methods of attaining aerobic fitness

C. Muscular Fitness (3 hours)

1. Definitions and descriptions of muscular strength and muscular endurance
2. Benefits of possessing muscular fitness
3. Consequences of not possessing muscular fitness
4. Methods of assessing muscular fitness
5. Methods of attaining muscular fitness

D. Flexibility (3 hours)

1. Definition and description of flexibility
2. Benefits of participating in flexibility exercises
3. Consequences of not participating in flexibility exercises
4. Methods of assessing flexibility
5. Methods of attaining enhanced flexibility

E. Developing Physical Well-Being Self-Improvement Plan (3 hours)

1. Assessment of strengths and challenges within physical dimension
2. Identification of specific challenge to target for improvement
3. Principles of effective physical activity goal-setting
4. Review of protocol for semester self-improvement plan

Exam (1 hour)

F. Stress Management (6 hours)

1. Descriptions of different types of stress
2. Sources of stress
3. Emotional and behavioral responses to stress
4. The impact of stress upon health
5. Strategies for managing stress

G. Healthy Eating (3 hours)

1. The essential nutrients and their role in promoting health
2. Food sources for obtaining essential nutrients
3. National nutritional guidelines for healthy eating
4. Analysis of other/non-American eating plans

H. Lifespan Weight Management (3 hours)

1. Assessment of healthy body weight and body composition
2. Metabolic and lifestyle influences upon body weight
3. Caloric balance: calories consumed Vs calories expended
4. Strategies for successful weight management

I. Chronic Diseases (4 hours)

1. Obesity: contributing factors, prevention and treatment
2. Heart Disease: contributing factors, prevention and treatment
3. Cancer: contributing factors, prevention and treatment
4. Diabetes: contributing factors, prevention and treatment

Exam 2 (1 hour)

K. Alcohol (3 hours)

1. Types and properties of alcoholic beverages
2. Impact upon central nervous system
3. Alcohol dependence
4. Responsible alcohol consumption
5. Short-term and long-term effects of consumption

L. Psychoactive Drugs (3 hours)

1. Classifications of psychoactive drugs
2. How drugs affect the brain
3. Short-term and long-term effects of consumption

M. Sexuality (3 hours)

1. Reproductive systems
2. Sexual response cycle
3. Methods of contraception
4. Preventing sexually transmitted infections
5. Responsible sexual behaviors

Final Exam (2 hours)

IV. Evaluation Methods

1. 60% Examinations

Three examinations will be administered, two during the regular semester and the third during Final Exams. Test questions will be objective in nature. Examinations will facilitate assessment of Objectives 1 and 4.

2. 30% Plan for Self-Improvement in Physical Wellness

Students will self-identify deficiencies in their personal health and select one specific behavior to improve throughout the course of the semester. Students will isolate the behavior, develop a plan to change the behavior, and implement the plan to improve their overall health. Grading of the Plan for Self-Improvement in Physical Wellness will facilitate assessment of Objectives 2 and 3.

3. 10% Internet-Based Learning Assignments

Students will be required to access health related information from the internet. Shorter-length papers (1 to 2 pages) will be submitted that summarize and critique the information and quality of the website. Grading of these assignments will facilitate assessment of Objective 5.

V. Grading Scale

Grading Scale: A: $\geq 90\%$ B: 80-89% C: 70-79% D: 60-69% F: $< 60\%$

VI. Attendance Policy

The course attendance policy will be consistent with the university undergraduate attendance policy included in the Undergraduate Catalog.

VII. Required Textbook

Insel, P.M., & Roth, W.T. (2012). Core Concepts in Health: Brief, (12th Ed.-2012 Update). New York, NY: McGraw-Hill.

Supplemental Readings

Students will be required to complete Internet-Based Learning Assignments that will relate to the physical dimension of wellness, i.e., exercise, nutrition, chronic diseases, sexuality.

These readings will originate from reliable websites, such as:

- American College of Sports Medicine
- American Council on Exercise
- American Diabetes Association
- American Heart Association
- Centers for Disease Control and Prevention (CDC)
- MayoClinic
- National Institute on Alcoholism and Alcohol Abuse

VIII. Special Resource Requirements

None

IX. Bibliography

American College of Sports Medicine.(2009). *ACSM's Guidelines for Exercise Testing and Prescription*.Lippincott Williams & Wilkins.

Crooks, R. &Baur, K. (2007). *Our sexuality*.Kentucky:Cengage Learning.

Donatelle, R. (2012). *Health: The Basics 10th Edition*. Glenview, IL. Pearson.

Donatelle, R. (2012). *My Health: An Outcomes Approach*. Glenview, IL. Pearson.

Gibney, M., Lanham, S., Cassidy, A., & Vorster, H. (2009). *Introduction to Human Nutrition*.Wiley-Blackwell.

Greenberg, J., Bruess, C., & Conklin, S. (2007). *Exploring the dimensions of human sexuality*. Massachusetts: Jones & Bartlett Learning

Greenberg, J. (2009). *Comprehensive Stress Management*. New York: McGraw Hill.

Holstein, M., Cohen, W., &Steinbroner, P. (2011) *A Matter of Balance: Personal Strategies for Alcohol & Other Drugs*.Oregon: CNS Productions.

Inaba, D. & Cohen, W. (2011). *Uppers, Downers, All Arounders: Physical and Mental Effects of Psychoactive Drugs, 7th Edition*. Oregon: CNS Productions.

Insel, P.M., & Roth, W.T. (2012). *Core Concepts in Health: Brief*, (12th Ed.-2012 Update). New York, NY: McGraw-Hill.

Koch, P. (2005). *Exploring our sexuality: an interactive text*. Iowa: Kendall//Hunt Publishing.

McArdle, W., Katch, F.,&Katch, V. (2009). *Exercise Physiology: Energy, Nutrition, and Human Performance* Lippincott Williams & Wilkins.

Seaward, L. (2005). *Managing Stress: Principles and Strategies for Health and Well-Being*. Boston: Jones & Bartlett Publishing.

Wardlaw, G. (2009). *Contemporary Nutrition*. New York: McGraw Hill.

Part II.

2. Summary of the proposed revisions.

1. Course Objectives

The course objectives from the original syllabus of record have been revised for alignment with the Expected Undergraduate Student Learning Outcomes

(EUSLO) and the Common Learning Objectives found within the criteria for Dimension of Wellness courses.

2. Common Learning Objectives

The Dimensions of Wellness Common Learning Objectives are met within the course content. These objectives are:

- describe the factors within the course's primary focus that influence wellness
- understand how to apply the skills learned in this course throughout his or her life
- use information literacy skills to seek and evaluate wellness-related information
- identify the benefits of a wellness-oriented lifestyle and consequences of a wellness-neglected lifestyle

3. Updated required textbook to a more recent edition.

4. Updated bibliography.

5. This will be a variable title course.

Part II.

3. Justification/Rationale for the revision.

The course is a currently approved Liberal Studies Health & Wellness course that is being revised to meet the new curriculum criteria for the Dimensions of Wellness category.

Outlines will be reviewed by the HPE Wellness Committee.

UNIT 1

Exercise and Fitness {12 classes}

A. Rationale for Exercise

1. Definition of fitness
2. Components of fitness
 - a. Cardiovascular function
 - b. Cardiovascular health
 - c. Strength
 - d. Flexibility

B. Theoretical Concepts of Cardiovascular Activities

1. Heart rate and blood pressure
 - a. Heart rate (resting)
 - b. Heart rate (exertion)
 - c. blood pressure
2. Cardiovascular fitness
 - a. Submaximal V02 test
 - b. Intensity, duration, frequency of exercise
 - c. Large muscle activity - aerobic exercise
 - d. Pre and post testing
 - e. Compliance
 - 1.) Psychology of exercise
 - 2.) Social aspects ("fun")
3. Training programs which emphasize fitness principles
 - a. Swimming
 - b. Jogging
 - c. Aerobics
 - d. Bicycling
 - e. Walking exercises
4. Strength and muscular endurance training principles
 - a. Concepts of lifting/weight training
 - b. Biomechanics

- c. Goals
- d. Safety
- e. Warm-up/down
- f. Progression
- g. Remedial exercises

5. Flexibility

- a. How to stretch
- b. Types of stretches
- c. Stretches to avoid

C. Benefits of Exercise/Activities

- 1. Cardiovascular/pulmonary
- 2. Increased metabolic rate
- 3. Physical enhancement
- 4. Psychological effects

D. Suggested Integrated Learning Activities

- 1. Aerobic capacity
 - a. walking
 - b. run/walk
- 2. Flexibility
- 3. Strength
- 4. Heart rate and blood pressure learning activity

E. Suggested Learning Experiences

- 1. Complete a personal health risk appraisal.
- 2. Evaluate the combination of a variety of physical activities for cardiovascular fitness. Describe the components of exercise that are most effective in promoting cardiovascular fitness.
- 3. Identify the variety and necessary duration of exercises that promote cardiovascular fitness.
- 4. Investigate the effects of a sedentary lifestyle and a lifestyle of moderately vigorous exercise on health status.
- 5. Measure and evaluate the pulse rate before, during and after exercise.

6. Implement a personalized physical fitness program.
7. Define muscular flexibility, muscular strength, muscular endurance, aerobic and anaerobic exercises. Give examples and demonstrate exercises for developing each.
8. Write a character sketch of your life at age 65, including life style factors.
9. Conduct an assessment of personal family history to identify inherited risk factors.

UNIT 2

Stress/Emotional Wellness (9 classes)

A. Concept of Stress

1. Definitions and theories of stress
2. Psychosomatic model: effects of stress and distress
3. Physiology of stress
 - a. Nervous system pathway
 - b. Endocrine system pathway
4. Stress management
 - a. Identification of stressors
 - b. Strategies for managing stress
 - 1.) Meditation
 - 2.) Imagery training
 - 3.) Autogenic training
 - 4.) Progressive muscle relaxation
 - 5.) Exercise
 - 6.) Environmental engineering
 - 7.) Medical intervention
 - c. Maladaptive coping strategies
 - 1.) Alcohol/substance abuse
 - 2.) Denial
 - 3.) Illness/disease

B. Mental and Emotional Health/Wellness

1. Promotion of mental and emotional wellness
 - a. Enhancement of self-esteem
 - b. Effective communication skills
 - 1.) Characteristics of effective communication
 - 2.) Recognizing and breaking down barriers to

- communication
 - 3.) Active listening
 - c. Decision making and problem solving
 - d. Emotional needs
 - e. Personal values
 - f. Interpersonal Relationships
 - g. Conflict resolution
 - h. Support systems and professional resources
2. Issues of death and dying
- a. Definitions of death
 - b. Stages of death and dying
 - 1.) Denial
 - 2.) Anger
 - 3.) Bargaining
 - 4.) Depression
 - 5.) Acceptance
 - c. Grief
 - 1.) Stages of grief
 - 2.) Abnormal grief
 - 3.) Grief resolution
 - 4.) What to do for the bereaved

C. Suggested Integrated Learning Activities

- 1. Stress and personality scales/assessments
 - a. State/trait anxiety inventory
 - b. Internal/external locus of control
 - c. Type A, Type B personality
 - d. Burn out inventories
 - e. Personal stress diary
 - f. Beck Depression Inventory
- 2. Practical sessions
 - a. Progressive relaxation
 - b. Imagery training
 - c. Time management
 - d. Meditation
 - e. Cognitive restructuring
 - f. Social engineering
 - g. Biofeedback
 - h. Exercise
 - i. Other

D. Suggested Learning Experiences

- 1. Practice elicitation of the relaxation response

through various relaxation techniques.

2. Complete and inventory of stressful situations commonly experienced by college students.
3. Construct and implement a personal stressmanagement program using exercise, nutrition, relaxation techniques, adequate sleep, assertiveness techniques, etc.
4. Identify problem-solving techniques and decision making skills; apply to a hypothetical stressful situation.
5. For the emotions of fear, shyness, anger, embarrassment, list situations that lead to the emotion and methods for effectively coping with the emotion.
6. Rate elements of your environment that have a positive or negative effect on your physical, emotional, social, intellectual, and spiritual health.
7. Practice effective communication skills in hypothetical interpersonal situations through role playing.

UNIT 3

Nutrition and Weight Control (7 classes)

- A. Individual Dietary Analysis
- B. Nutritional Issues
 1. Dietary guidelines
 2. Consumer education
 - a. Information vs. misinformation
 - b. Additives/preservatives
 - c. FDA
 - d. Labeling process
- C. Nutritional Guidelines for Healthy People
 1. Selection of foods
 - a. Energy utilization and measurements (calories energy units)
 - b. Food groups/varieties
 - c. Food choices

- 1.) Appetite
 - 2.) Peer influence
 - 3.) Habit
 - 4.) Cultural patterns
-
2. Nutrients
 - a. Carbohydrates
 - b. Proteins
 - c. Fats
 - d. Vitamins
 - e. Minerals
 - f. Water
 - g. Dietary supplements
-
3. Maintaining a desirable weight
 - a. Terminology associated with weight control
 - b. Theories of weight loss/weight
 - c. Summary of body composition control
 - d. Distinction among fats (saturated, unsaturated, polyunsaturated, cholesterol...)
 - e. Eating food with adequate starch and fiber
 - f. Proper use of sugar and sugar substitutes
 - g. Sodium and salt
-
4. Special gender related concerns
 - a. Osteoporosis
 - b. Pregnancy
 - c. Amenorrhea
 - d. Anorexia and bulimia
-
-
5. Dietary abuse
 - a. Diuretics
 - b. Laxatives
 - c. Steroids
-
6. Health concerns and nutrition
 - a. Dietary precautions
 - b. Hypertension
 - c. Diabetes
 - d. Cardiovascular disease
 - e. Cancer

D. Suggested Integrated Learning Activities

1. Computerized dietary analysis (pre-evaluation)
2. Estimation of daily caloric needs
3. Establishment of goals for weight management
4. Measurement of body composition and fat deposition
5. Behavior modification for weight management

E. Suggested Learning Experiences

1. Evaluate one's own personal diet in relation to factors suspected of promoting or retarding the following: heart disease, high blood pressure, cancer, obesity and diabetes.
2. Complete a computerized assessment of one's diet evaluating nutritional adequacy.
3. Evaluate the risks associated with fad diets.
4. Analyze a list of nutritional myths.
5. Construct a list of common foods high in cholesterol and/or fat which are consumed regularly in the American diet.
6. Contract for a specific period to eat a low cholesterol/fat and low salt/high fiber diet.
7. Contract for a specific period of time to eliminate from the diet specific foods which are of low nutritional value.
8. Evaluate the psychological, physical and social problems associated with obesity.
9. Evaluate effects of media, advertising and food labeling upon consumer food choice.

UNIT 4

Alcohol-Drug/Substance Abuse (7 classes)

A. Concept of Drug Abuse and Drug Use

1. Defining drug use and abuse in the past and present
 - a. Individual behaviors
 - b. Social and cultural patterns
2. Categories of abused drugs

- a. Tobacco
 - b. Alcohol
 - c. Illicit drugs
 - d. Over the counter drugs
 - e. Prescription drugs
- 3. Substance abuse problems in the U.S.
 - a. Legal
 - b. Illegal
- B. Drugs and Their Effects on the Human Body
 - 1. How drugs are metabolized in the body
 - 2. Understanding the concepts of tolerance and psychological and physiological dependence.
 - 3. Theories of dependent drug use
 - a. Biological and environmental influences
 - b. Psychological influences
- C. Alcohol
 - 1. Physiological effects of alcohol
 - a. Metabolism
 - b. Blood Alcohol Concentration (BAC)
 - c. Fetal Alcohol Syndrome (FAS)
 - d. Genetic influences
 - 2. Psychological effects
 - a. Set and setting
 - b. Expectations
 - 3. Drinking and driving
 - a. Social situations/interpersonal communications
 - b. Alternatives
 - c. Legal consequences
 - 3. Drinking behavior on college campuses
 - a. Personal considerations
 - b. Social implications
 - c. Liability and responsibility
 - 5. Alcohol use and abuse within families
 - 6. Alcoholism
- D. Tobacco
 - 1. Smoking tobacco

- a. single most important preventable cause of disability and death in America
- b. Social, political and economic factors influencing smoking patterns
- c. Legislation of behavior vs. personal choice

2. Smokeless tobacco

E. Other Drugs

1. Illicit drugs

- a. Cocaine
- b. Marijuana
- c. Opiates
- d. Psychedelics
- e. Others

2. Cocaine and health

- a. "Coke" explosion
- b. Derivation of cocaine
- c. Physiological and psychological effects
- d. Dangers of cocaine
- e. "Crack"
- f. Addiction and tolerance to cocaine

3. Marijuana and health

- a. Derivation of marijuana
- b. Physiological and psychological effects
(brain effects/reproductive effects)
- c. Marijuana and the law

4. Opiates and health

- a. Derivation of opiates
- b. Physiological and psychological effects
- c. Designer drugs

5. Psychedelic and other specific drugs

- a. What constitutes a psychedelic drug?
- b. LSD as a hallucinogen
- c. Deliriants - PCP
- d. Stimulants - Amphetamines
- e. Depressants - Barbiturates

6. Drug taking and stress

- a. Interpersonal problems
- b. Social problems

1. Self-esteem
 - a. Uniqueness
 - b. Role models
 - c. Power
 - d. Connectedness
2. Building positive models
3. Happiness/sense of humor
4. Life change options

G. Suggested Learning Experiences

1. Classify examples of using drugs as healthy use, misuse, and abuse.
2. Analyze "getting high" in terms of physical, psychological and cultures aspects. Brainstorm other activities that give one a "high" besides drug ingestion.
3. Classify drugs by the way they alter functioning of the body.
4. Investigate risks of drinking alcohol/smoking during pregnancy.
5. Analyze the relationship between alcohol and drug abuse patterns and fitness, nutrition and stress management behaviors.
6. Examine the effects of an individual's drinking and drug-taking behavior on friends and family members. Discuss personal responsibilities one has when confronted with an intoxicated friend or parent.
7. Conduct peer and self appraisal regarding the enjoyment potential of a chemical-free party.
8. Conduct controlled blood alcohol content experiments to demonstrate effects upon reaction time, perception, driving ability, etc.
9. Invite a pharmacist or a representative from the local March of Dimes Organization to discuss Fetal Alcohol Syndrome (FAS).
10. Investigate the effects of media and advertising on smoking patterns within the United States.
11. Identify social/cultural indicators that illustrate

the decline of social acceptability of smoking behavior.

UNIT 5

Sexuality/Sexually Transmitted Diseases (7 classes)

A. Concept of Sexual Wellness

B. Sexual Maturity

1. Psychological

- a. Openness about sexuality
- b. Intimacy
- c. Communication skills
- d. Self-concept

2. Physiological

- a. Female reproductive system and functions
- b. Male reproductive system and functions

3. Sexual Response Cycle

4. Contraception

5. Pregnancy and Childbirth

- a. Pregnancy tests
- b. Genetic counseling
- c. Stages of pregnancy and delivery
- d. Alternative methods of delivery
- e. Pre and post natal care
- f. Surrogate motherhood
- g. Parenting

C. Sexual Violence/Rape

1. Types of rape

- a. Power
- b. Anger
- c. Sadistic

2. Social rape situations

- a. Statutory rape
- b. Date/acquaintance rape
- c. Spousal rape

D. Sexually Transmitted and Related Diseases

1. Aids/Hiv

2. Syphilis
3. Chlamydia
4. Gonorrhea
5. Human Papilloma Virus
6. Others

E. Social Issues in Sexuality

F. Suggested Learning Experiences

1. Update cognitive information regarding prevention characteristics, symptomology, diagnosis, and treatment of the various STD conditions.
2. Research social perspectives and disease management of STD's throughout history.
3. Conduct self and peer appraisal regarding attitudes and readiness toward seeking treatment for STD'S.
4. Analyze the impact of historical evolution of social attitude regarding sexuality and incidence, prevalence, reporting, social policy, and management of STD cases.
5. Invite a professional from a local communit organization who deals with problems of sexual assault/ violence.
6. Conduct a self assessment and analysis of personal behaviors and potential risk for contracting STD.
7. Discuss political and social influences which have affected the progress and development of AIDS research and treatment.

IV. EVALUATION METHODS

Examinations

There will be four (4) tests in HP 143, Health and Wellness. Each test will be specific to the lectures, textbook and required readings and discussions that have been assigned for that particular unit.

Required activity experiences in the areas of stress management, physical fitness and nutrition will be assigned during the course. Also, a required writing and supplemental reading assignment will be made during the semester based upon selected health topic areas.

It is suggested that the writing exercise be based on:

- a. Personal introspection as a result of completing the learning activities or experiences
- b. Assigned health-related topics
- c. Analysis of book-length reading assignment

Suggested Grade Requirements - HP 143

Written Tests	60%
Learning Experiences	20%
Writing Experiences	10%
Assigned Outside Reading	10%

V. REQUIRED TEXTBOOKS

Required Textbook may be chosen from the following:

Anspaugh, David J., Hamrick, Michael, H., Rosato, Frank D., (1991). Concepts and Applications - Wellness, St. Louis, MO: Mosby Year Book, Inc.

Hales, Dianne, (1989). An Invitation to Health. Fourth edition. Redwood City, CA: Benjamin Cummings Publishing Company.

Insel, Paul M. and Roth, Walton T. (1991). Core concepts in health, Sixth edition. Mountain View, California: Mayfield Publishing Co.

VI. SUGGESTED BOOK LENGTH READING

Ardell, Donald (1982). Fourteen days to a wellness lifestyle. Mill Valley, CA: Whatever Publishing.

Barsky, A. (1988). Worried sick: Our troubled quest for wellness. Boston, MA: Little Brown and Company.

Cooper, Kenneth H. MD, MPH (1988). Dr. Kenneth Cooper's preventative medicine program - controlling cholesterol. New York, NY: Bantam Books.

Farquhar, John M.D. (1987). The American way of life need not be hazardous to your health. Revised edition. Menlo, CA: Addison Wesley Publishing Co.

Ferguson, James M. (1988). Habits not diets: The secret to lifetime weight control. Palo Alto, CA.: Bull

Publishing.

- Gold, Mark S. (1988). The fact about drugs and alcohol. New York, NY: Bantam Books.
- Harris, Jonathan (1987). Drugged athletes: The crisis in American sports. New York, NY: Four Winds Press.
- Kuntzleman, Charles T. (1988). Healthy kids for life. New York, NY: Simon and Schuster, Inc.
- Montoye, H.J. Christian Nagle, and S. Levin (1988). Living fit. Menlo Park, CA: Benjamin Cummings Publishing Co.
- Ornstein, Robert and Sobel, David (1987). The healing brain. New York, NY: Simon and Shuster, Inc.
- Shilts, R. (1989). And the band Played on: Politics, people, and the Aids epidemic. New York, NY: St. Martins Press.

VII. BIBLIOGRAPHY

- Agras, S. W. (1987). Eating disorders: Management of obesity, bulimia, and anorexia nervosa. New York, New York: Pergamon Press.
- Carroll, C. R. (1989). Drugs in modern society. Dubuque, Iowa: William C. Brown Publishers.
- Centers for Disease Control (1989). Mortality weekly report. 38 (40): 685-686.
- Cooper, K. (1982). The aerobics program for total wellbeing. New York, New York: Bantam.
- Dusek, D.E., & Girdano, D.A. (1987). Drugs: A factual account. New York, New York: Random House.
- Dusek, Dorothy (1987). Weight management the fitness way, exercise, nutrition, stress control and emotional readiness. Boston, Massachusetts: Jones, Bartlet Publishers.
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- Greenberg, J.S. (1987). Comprehensive stress management.

- Dubuque, Iowa: William C. Brown Publishers.
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- Masters, W.H. Johnson, V.E. & Kolodny, R.C. (1988). Human sexuality. Glenview, Illinois: Scott Foresman and Company. McGlynn, G. (1987). Dynamics of fitness: A practical approach. Dubuque, Iowa: William C. Brown Publishers.
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Answers to Liberal Studies Course Approval General Information

1. The following actions will be implemented to ensure basic equivalence:
 - Regular meetings of the Dimensions of Wellness Teaching Circle within the department. A meeting will be devoted each semester to review individual instructor syllabi.
 - The department's Health & Wellness Coordinator will meet with permanent and/or temporary faculty members who've been assigned the course for the first time. The Coordinator will ensure those faculty understand the necessity of developing syllabi that are aligned with the Syllabus of Record.
 - The department's Health & Wellness Coordinator will collect and examine final copy syllabi of faculty with new assignment to the course to verify equivalency.
 - The department's Health & Wellness Coordinator will collect and examine final copy syllabi of all temporary faculty assigned to the course, whether first time or ongoing, to verify equivalency.

2. There are numerous contributions in the area of wellness and fitness made by minorities and women. In actuality there are too many to list and discuss. Often times in the area of health and wellness, research and literature are not gender and minority specific even though there are differences among these populations. Population differences will be highlighted throughout the course as needed and appropriate. Listed below are just a few of the contributions made by these populations that will be included in the course:

Donatelle, R. (2011). Health: The Basics 10th Edition. Glenview, IL. Pearson.

Donatelle, R. (2012). My Health: An Outcomes Approach. Glenview, IL. Pearson.

Koch, P. (2005). Exploring our sexuality: an interactive text. Iowa: Kendall/Hunt Publishing.

3. Students will be required to complete Internet-Based Learning Assignments that will relate to the physical dimension of wellness, i.e., exercise, nutrition, chronic disease, sexuality. Clearly identified on the **Evaluation Methods** section of the Syllabus of Record, these are graded assignments that must be implemented by each faculty member assigned to teach the course, assuring that exposure to health information in addition to the required text will take place.
4. This course will differ from the department's introductory course in the following ways:
 - The department's introductory course includes content that exposes to students to all the career opportunities within each major the department offers. Careers in the wellness field are not explored in Dimensions of Wellness.
 - The department's introductory course explains the importance of involvement in professional organizations and introduces students to the organizations associated with their majors. The Dimensions of Wellness course does not include any introduction to professional organizations within the health and physical education field.
 - The department's introductory course does not include an assessment of strengths and challenges within the physical dimension, nor does it require development, implementation and evaluation of a self-improvement plan to strengthen the physical dimension.
 - The department's introductory course does not include such an expansive exploration of the dimensions of wellness as does the Dimensions of Wellness course. For example, in the introductory course the topics of stress management, alcohol, psychoactive drugs, and sexuality are not in the course content.
 - The department's introductory course does not **require** Internet-Based Learning Assignments as a method of evaluation, the Dimensions of Wellness course does.

Section D: Miscellaneous

Sample Assignment: Self-Improvement Plan for Physical Wellness

Included for review is one component of the overall project, which is the students' typewritten paper describing the overall structure of their self-change programs.

HPED 143 Dimensions of Wellness
Assignment: Self-Improvement Plan

Utilizing the model for self-change outlined in class, each student will develop and implement a program designed to increase or decrease the frequency and/or duration of a wellness-related behavior. This handout provides guidelines for the initial typewritten component of the assignment, which requires each student to describe the basic structure of his/her self-change program. This portion of the project is due in class (date) and is worth 50 points. Papers not submitted by the beginning of class on the due date will be considered late, and subjected to an automatic 5-point deduction.

I. Title Page

- a) include an original title and your name; graphics OK, but not required

(The headings Introduction, Measurement of Target Behavior, and Interventions must be printed on the paper.)

II. Introduction

- a) provide a *detailed* personal history/background of the chosen behavior in your life, and explain your reasons for selecting the behavior as the focal point of this project
- b) state your behavioral goal for the project (this goal statement should be very specific, and written in a “measurable” fashion)
*if shaping is being utilized, clearly state each different weekly goal
- c) *identify and discuss* two benefits that would likely be experienced (immediate and/or short-term) through successful goal attainment

III. Measurement of Target Behavior

- a) explain the tracking system you will implement to monitor the target behavior
describe in detail, how, when, where recordings will be made
- b) submit the **computer-generated** instrument(s) (calendar, exercise log, etc) that will be used to track the behavior throughout each week of the program

*if you're doing a resistive exercise, core routine, or flexibility program, each exercise must be listed, with accompanying categories for sets/reps/amount of weight (all that are applicable) on your exercise log

IV. Interventions

- a) explain that a Health Behavior Contract will be utilized as one form of intervention; describe the *structure* of the contract and the purposes for including it within the project
- b) identify who your social supporter is, and that he/she signed the Contract and agreed to review the Weekly Progress Reports with you
- c) explain that a system of rewarding will also be included as an intervention; describe your self-developed system for rewards and consequences; it is required that your rewards/consequences be administered at the end of each week throughout the project

Submit the paper and monitoring document(s) with the completed Health Behavior Contract stapled together. Be sure to explain your program to a chosen support person, who must also sign the contract prior to submitting it for grading.

Grading will also include adherence to the following:

- double-spacing of all typewritten material (not including Title Page)
- typewritten/printed in 11 or 12-point font (not including Title Page)
- 1" margins, top/bottom and left/right
- correct grammar, spelling, and usage of the English language

HPED 143 Dimensions of Wellness Plan for Self-Improvement

The following stipulations must be adhered to for the establishment of project goals:

Aerobic Exercise

- must be performed a minimum of 3 times per week
- must be sustained for a minimum of 10 minutes per session

Resistive Exercises

- must be performed a minimum of 2 sessions per week
- must include a minimum of 8 different exercises if developing a whole body workout; the number of sets and reps up to each student
- if targeting a specific area of the body, must include a minimum of 3 different exercises that are Each preformed in either 2 or 3 sets (reps up to each student)
- ** each exercise to be preformed must be listed on the exercise log, along with categories for set(s), repetitions, and amount of weight lifted

Flexibility Exercises

- must be completed a minimum of 3 different sessions per week
- must include a minimum of 8 different stretches if focusing on whole body, the number of sets and length of time to hold is up to each student
- if targeting a specific area of the body, must include a minimum of 4 different stretches, performed a minimum of 2 times each, with length of time to hold determined by each student
- **each stretch to be preformed must be listed on the log; if appropriate include categories for

multiple sets of each to be recorded

Core Exercises

- must be completed a minimum of 3 different sessions per week
- must include a minimum of 6 different exercises
- **each exercise must be listed on the log along with an area indicating the number of repetitions that were preformed (or length of time posture held); for any exercise done in multiple sets, be certain enough columns/spaces are included on the log for recording purposes

The following stipulations must be adhered to for the development of rewards/consequences:

- are not to include the earning of alcohol consumption privileges if weekly goal is met, nor the withholding of alcohol consumption privileges if goal not met
- are not to include the earning of the right to “go out” if goal is met, consequence of “staying in” if goal is not met: **for example**, rather than state “if my weekly goal not met I will stay in on the weekend and study” just state “if my weekly goal not met I will study from 2 to 4 pm on Saturday before I allow myself to go out or spend time with friends”
- are not to withhold the privilege of “going home” or “visiting my significant other” if goal not met

Health Behavior Contract

I, _____, do hereby commit to making the health behavior change outlined on this contract. This contract shall be in effect for the period of:

_____ through _____.

A. I have established the following goals for this contract :

Week 1: _____

Week 2: _____

Week 3: _____

Week 4: _____

B. To promote success, I have set up the following system of rewards & consequences:

Goals will be re-evaluated after 4 weeks and readjusted if necessary. A new contract will be constructed at that time.

C. I have explained this contract to _____, who has agreed to serve as my "social supporter" as I strive to achieve this change. The supporter understands that his/her only required role is to listen to my progress reports at the end each week, and offer encouragement for my success. Involvement beyond this would be optional. The supporter's signature below verifies agreement to participate in this project.

(Print Name): _____ (signature) _____

D. My signature verifies that I will uphold this contract to the best of my ability.

Signed: _____ Date: _____

Print Name: _____