

HP 140 Health and Wellness, Part A	1.5sh
HP 141 Health and Wellness, Part B	1.5sh

Completing both HP 140 and HP 141 (either order) fulfills Liberal Studies Health & Wellness requirement. Together, the two provide an overview of personal health and wellness emphasizing the major components of a healthy lifestyle. Topical areas include, but are not limited to, exercise and fitness, nutrition, smoking, alcohol and substance abuse, and stress and emotional wellness. Students are guided in individualized wellness planning.

COURSE SYLLABUS

1. Catalog Description

HP 140/141 Health/Wellness

3 credits - segmented into two 1.5 credit courses

Prerequisite: None

2.5 lecture

.5 lab hours

This course is designed to provide an overview of personal health and wellness emphasizing the major components of a healthy lifestyle. Topical areas will include, but are not limited, to exercise and fitness, nutrition, smoking, alcohol and substance abuse and stress and emotional wellness. In addition, the student will be guided in the development of individualized, wellness planning.

II. General Course Objectives - At the completion of this course, the student will:

1. Demonstrate a personal philosophy and self-responsibility for health and wellness.
2. Demonstrate knowledge specific to exercise and fitness, nutrition and weight control, stress management, substance abuse and other contemporary issues in wellness.
3. Describe strategies used for personal health and wellness awareness and behavior change.
4. Plan and implement a health and wellness contract for personal lifestyle improvement.
5. Participate in organized exercise/physical activity labs designed to measure aerobic capacity, strength and flexibility.
6. Develop a plan to implement an individualized program of wellness that is both informative and directed towards the reduction of health risks in their lifestyle.

Nutrition and Weight Control

- I. Individual Diet Evaluation (pre-evaluation)
- II. The Scope of Nutrition Issues
 - A. Guidelines (specific sources)
 - B. Consumer Education
 1. Information vs. misinformation
 2. Additives
 3. FDA
- III. Nutritional Guidelines for Healthy People
 - A. Selection of Foods
 1. Energy utilization and measurements (calories, energy units)
 2. Food groups
 3. Food habits
 - a. Appetite
 - b. Peer influence
 - B. Nutrients
 1. Carbohydrates
 2. Proteins
 3. Fats
 4. Vitamins
 5. Minerals
 6. Water
 7. Diet supplements
 - C. Maintaining a Desirable Weight
 1. Terminology associated with weight control
 2. Theories of weight loss
 3. Summary of body composition
 4. Proper utilization of fats (saturated, unsaturated, polyunsaturated, cholesterol...)
 5. Eating food with adequate starch and fiber
 - a. Dietary fiber
 - b. Fiber in diet
 6. Proper use of sugar and sugar substitutes
 7. Sodium
 - a. Requirements
 - b. Dietary sources of sodium
 - c. Sodium and hypertension
 - d. Sodium substitutes

- D. Special Gender Related Concerns
 - 1. Osteoporosis
 - 2. Pregnancy
 - 3. Amenorrhea, anorexia, etc.
 - 4. Heart disease, cancer, stroke

- E. Dietary Abuse
 - 1. Diet supplements
 - 2. Diuretics
 - 3. Laxatives
 - 4. Steroids

- F. Health Concerns and Nutrition
 - 1. Diet cautions
 - 2. Hypertension
 - 3. Diabetes
 - 4. Coronary Artery Disease

IV. Suggested Laboratory Activities

- A. Diet Analysis (pre-evaluation)
- B. Planning Your Diet and Caloric Needs
- C. Estimation of Daily Caloric Needs
- D. Establishing Goals for Weight Management
- E. Measure Body Composition (Skin Calipers)

V. Suggested Learning Activities

- A. Evaluate ones own personal diet in relation to factors suspected of promoting or retarding the following diseases: heart disease, high blood pressure, cancer and obesity
- B. Conduct a complete assessment of ones diet evaluating nutritional adequacy - develop and implement a remedial plan if necessary
- C. Evaluate the risks associated with fad diets
- D. Analyze a list of nutritional myths
- E. Construct a list of common foods high in cholesterol which are consumed regularly
- F. Contract for a specific period to eat a cholesterol lowering and low salt/high fiber diet

- G. Contract for a specific period of time to eliminate from the diet specific foods which are of low nutritional value
- H. Evaluate the psychological, physical, and social problems associated with obesity

Alcohol-Drugs/Substance Abuse

- I. Concept of Drugs Abuse and Drug Use
 - A. Defining Drug Use and Abuse in the Past and Today
 - B. Categories of Abused Drugs
 - 1. Tobacco
 - 2. Alcoholic beverages
 - 3. Illicit drugs
 - 4. Over the counter drugs and prescription drugs
 - C. Substance Abuse Problems in the U.S.
 - 1. Legal
 - 2. Illegal
- II. Drugs and Their Effects on the Human Body
 - A. How Drugs are Metabolized in the Body
 - B. Understanding Tolerance, Psychic and Physical Dependence.
 - C. Theories of Dependent Drug Use
 - 1. Physical and environmental influences
 - 2. Psychological influences
- III. Alcohol
 - A. Chemical Make-up of Alcohol
 - 1. Ethanol
 - 2. Fermentation
 - 3. Distillation
 - 4. Proof
 - B. Physiological Effects of Alcohol
 - 1. Metabolism
 - 2. Blood Alcohol Concentration (BAC)
 - 3. Fetal Alcohol Syndrome (FAS)
 - 4. Genetic influences

- C. Psychological Effects
- D. Alcoholism
- IV. Tobacco
- V. Other Drugs
 - A. Illicit Drugs
 - 1. Cocaine
 - 2. Marijuana
 - 3. Opiates
 - 4. Psychedelics
 - 5. Others
 - B. Cocaine and Health
 - 1. "Coke" Explosion
 - 2. Derivation of cocaine
 - 3. Physiological and psychological effects
 - 4. Dangers of cocaine
 - 5. "Crack"
 - 6. Addiction and tolerance to cocaine
 - C. Marijuana and Health
 - 1. Derivation of marijuana
 - 2. Physiological and psychological effects (brain effects/reproductive effects)
 - 3. Marijuana and the law
 - D. Opiates and Health
 - 1. Derivation of opiates
 - 2. Physiological and psychological effects
 - 3. Design drugs
 - E. Psychedelic and Other Specific Drugs
 - 1. What constitutes a psychedelic drug?
 - 2. LSD as a hallucinogen
 - 3. Deliriant - PCP
 - 4. Stimulants - Amphetamines
 - 5. Depressants - Barbiturates
 - F. Drug Taking and Stress
 - 1. Interpersonal problems
 - 2. Social problems

VI. Dealing with Drug and Alcohol Abuse - Building Positive Self-Esteem

- A. Happiness
- B. Sense of Humor
- C. Self-Esteem
 - 1. Uniqueness
 - 2. Role models
 - 3. Power
 - 4. Connectedness
- D. Building Positive Models
- E. Life Change Options

VII. Suggested Learning Activities

- A. Classify examples of using drugs as healthy use, misuse, and abuse
- B. Analyze "getting high" in terms of its' physical, psychological and cultures aspects. Brainstorm other activities that give one a "high" besides drug ingestion.
- C. Classify drugs by the way they alter the functioning of the body.
- D. Investigate the risks of drinking alcohol during pregnancy.
- E. Analyze the relationship between alcohol and drug abuse patterns and fitness, nutrition and stress management behaviors.
- F. Examine the effects of individuals drinking and drug-taking behavior on friends and family members. Discuss personal responsibilities one has when confronted with an intoxicated friend or parent.
- G. Conduct peer and self appraisal regarding the enjoyment potential of a chemical-free party.
- H. Invite a pharmacist or a representative from the local March of Dimes Organization to discuss Fetal Alcohol Syndrome (FAS).

Exercise and Fitness

I. Rationale for Exercise

- A. Definition of Fitness
- B. Components of Fitness
 - a. Cardiovascular function
 - b. Body composition
 - c. Strength
 - d. Flexibility

II. Concepts of Laboratory Activities

- A. Body Composition - Lab
 - 1. Diet composition
 - 2. Caloric expenditure through exercise (7 day) computer program or written program
 - 3. Skin caliper
- B. Cardiovascular Fitness Submaximal Test
 - 1. Submaximal VO_2 test
 - 2. Intensity, duration, frequency
 - 3. Large muscle activity - aerobic exercise
 - 4. Pre and post testing
 - 5. Compliance
 - Psychology of exercise
 - Social aspects ("fun")
- C. Training Program which emphasize fitness principles taught in class
 - 1. Swimming
 - 2. Jogging
 - 3. Aerobics
 - 4. Bicycling
 - 5. Walking exercises
- D. Strength
 - 1. Concepts of lifting/weight training
 - 2. Biomechanics
 - 3. Goals
 - 4. Safety
 - 5. Warm-up/down
 - 6. Progression
 - 7. Remedial exercises

E. Flexibility

1. Types of stretches
2. How to stretch
3. Stretches to avoid

III. Suggested Laboratory Activities

A. Characteristics of Exercise Activities

1. Must be aerobic; DIF-principle
2. Must be introductory
3. Must address minimum competency
4. Must be enjoyable
5. Must offer variety
6. Must offer large muscle activity
7. Must be self-paced and individualized (determined by assessment)

B. Suggested Laboratory Experiences

1. Aerobic Capacity (walking)
2. Aerobic Capacity (run/walk)
3. Flexibility
4. Strength

IV. Suggested Learning Activities

- A. Evaluate the combination of a variety of physical activities to cardiovascular fitness. Describe the components of exercise that are most effective in promoting cardiovascular fitness.
- B. Identify the variety and duration of exercise that promote cardiovascular fitness.
- C. Investigate the effects of a sedentary lifestyle and a lifestyle of moderately vigorous exercise on health status.
- D. Evaluate the blood pressure and pulse before, during and after exercise.
- E. Implement a personalized physical fitness program.
- F. Define muscular flexibility, muscular strength, muscular endurance, coordination, agility, balance reaction time and aerobic and anaerobic exercises. Give examples of exercises for developing each.

- G. Investigate the role of regular cardiovascular exercises toward enhancement of O₂ - CO₂, efficiency exchange, lowering of cholesterol levels, releasing of endorphins, reducing heart attacks, increasing self-esteem, combatting depression, reducing stress.
- H. Write a character sketch of your life at age 65, including life style factors.
- I. Complete a health hazard appraisal.

Stress/Emotional Wellness

I. Concept of Stress

- A. Definitions: the nature of stress and distress
- B. Theories of Stress
- C. The Psychosomatic Model: the effects of stress and distress
- D. Physiology of Stress
 - 1. The nervous system pathway
 - 2. The endocrine system pathway
- E. Types of Stressors (Common Stressors)
 - 1. Change
 - 2. Urban vs. rural stress
 - 3. Work environment
 - 4. Personality
 - 5. Frustration
 - 6. Fear
 - 7. Pressure and Conflict
- F. Stress Management
 - 1. Coping strategies
 - a. Psychosomatic
 - Meditation
 - Imagery training
 - Autogenic phrases
 - b. Somata psychic
 - Progressive relaxation
 - Exercise
 - 2. Environmental engineering
 - 3. Personality engineering
 - 4. Medical treatment
 - 5. Others

G. Mismanagement of Stress

II. Suggested Laboratory Activities

1. Potential Stress and Personality Scales
 - a. State/Trait Anxiety Inventory
 - b. Internal/External locus of Control
 - c. Type A, Type B Personality
 - d. Burn Out Inventories
 - e. Etc.

2. Potential Sessions
 - a. Progressive Relaxation
 - b. Imagery Training
 - c. Time Management
 - d. Meditation
 - e. Cognitive Restructuring
 - f. Social Engineering
 - g. Biofeedback
 - h. Exercise
 - i. Other

111. Suggested Learning Activities

- A. Practice eliciting the relaxation response through various relaxation techniques.

- B. Construct a list of stressful situations commonly experienced by college students.

- C. Construct and implement a personal stress-management program using exercise nutrition, relaxation techniques, adequate sleep, assertiveness techniques etc.

- D. Identify problem-solving techniques and decision making skills: apply to a hypothetical stressful situation.

- E. For the following emotions: fear, shyness, anger, embarrassment, list situations that lead to the emotion and method of coping with the emotion.

- F. Rate elements of you environment that have a positive or negative effect on your physical, emotional, social, intellectual and spiritual health.

IV. Emotional Wellness

A. Promoting Mental Wellness

B. Personality

1. Heredity
2. Environment
3. Personality theories
4. Components of a healthy personality
5. Defense mechanisms

C. Emotional Health

1. Decisions and problem solving
2. Understanding emotional needs
3. Emotions
 - a. Identification
 - b. Acceptance
 - c. Expression
 - d. Changing emotions
4. Personal values
 - a. Awareness
 - b. Changing values
5. Self esteem and body image
6. Relationships
 - a. Aggressive
 - b. Assertive
 - c. Friendships
 - d. Emotional intimacy
 - e. Marriage
7. Coping with conflict

D. Common Problems of Daily Life

1. Shyness
2. Loneliness
3. Guilt
4. Anxiety
5. Anger
6. Life turning points (transition points)
7. Sleep disorders
8. Depression

E. Communication and Its Effect on Personal Wellness

1. Learning to communicate
2. Characteristics of good communication
3. Recognizing and breaking down barriers to communication
4. Active listening
5. How to handle conflicts constructively

F. Death and Dying

A. Stages of Death and Dying

1. Denial
2. Anger
3. Bargaining
4. Depression
5. Acceptance

B. Grieving

1. Stages of grief
2. Abnormal grief
3. Grief resolution
4. What to do for the bereaved

Sexual Health Concerns

I. Concept of Sexual Wellness

- A. Definitions
- B. Gender Issues

II. Sexual Maturity

A. Psychological

1. Openness about sexuality
2. "Closing relationships"

B. Physiological

1. Female reproductive system and functions
2. Male reproductive system and functions

C. Sexual Response Cycle

D. Contraception

E. Pregnancy and Childbirth

1. Pregnancy tests
2. Genetic counseling
3. Stages of pregnancy and delivery
4. Alternative methods of delivery
5. Pre and post natal care
6. Surrogate motherhood
7. Parenting

III. Sexual Violence/Rape

A. Types of rape

1. Power
2. Anger
3. Sadistic

B. Social situations

1. Statutory rape
2. Date/Acquaintance rape
3. Spousal rape

IV. Sexually Transmitted and Related Diseases

- A. Aids/Hiv
- B. Syphilis
- C. Chlamydia
- D. Gonorrhea
- E. Human Papilloma Virus
- F. Others

V. Suggested Learning Activities

- A. Update cognitive information regarding prevention characteristics, symptomology, diagnosis, and treatment of the various STD conditions
- B. Research social perspectives and disease management of STD throughout history
- C. Conduct self and peer appraisal regarding attitudes toward gathering information and seeking treatment for STD'S
- D. Analyze the impact of historical evolution of social modes regarding sexuality on the incidence, prevalence, reporting, social policy, and management of STD cases.

REQUIRED TEXTBOOKS:

TEXTBOOK: Donatelle, R. J. L.G. Davis, C.F. Hoover
Access to Health, Prentice Hall, Inc. 1988
Englewood Cliffs, New Jersey

OR Hafen, B.Q. A.L. Thygerson, K.J. Frandsen
Behavioral Guidelines for Health and Wellness
Morton Publishing co.
Englewood, Colorado

Outside contemporary readings will be assigned by faculty, to include at least one reading from the supplemental resource list.

SUPPLEMENTAL RESOURCES

Agras, S. W. (1987)
Eating Disorders: Management of Obesity, Bulimia, and Anorexia Nervosa
Pergamon Press
New York, New York

Carroll, C. R. (1985)
Drugs in Modern Society
William C. Brown Publishers
Dubuque, Iowa

Cooper, K. (1982)
The Aerobics Program for Total Well-Being
Bantam
New York, New York

Dusek, D.E., & Girdano, D.A. (1987)
Drugs: A Factual Account
Random House
New York, New York

Dusek, Dorothy (1987)
Weight Management the Fitness Way, Exercise, Nutrition, Stress Control and Emotional Readiness
Jones, Bartlet Publishers
Boston, Massachusetts

Gong, V., & Rudnick, N. (1986)
Understanding AIDS: A Comprehensive Guide
Rutgers University Press
New Brunswick, New Jersey

Greenberg, J.S. (1987)
Comprehensive Stress Management
William C. Brown Publishers
Dubuque, Iowa

Hoeger, Werner, K. (1988)
Principles and Laboratories for Physical Fitness and Wellness
Morton Press
Englewood, California

Masters, W.H. Johnson, V.E. & Kolodny, R.C. (1988)
Human Sexuality
Scott Foresman and Company
Glenview, Illinois

- McGlynn, G. (1987)
Dynamics of Fitness: A Practical Approach
William C. Brown Publishers
Dubuque, Iowa
- Perlmutter, M, & Hall E. (1985)
Adult Development and Aging
John Wiley and Sons, Inc.
New York, New York
- Prentice, W.E., & Bucher, C.A. (1988)
Fitness for College and Life
Mirror/Mosby College Publishing
St. Louis, Missouri
- Rosato, F. (1982)
Jogging for Health and Fitness
Morton Publishing Company
Englewood, Colorado
- Seyle, H. (1974)
Stress Without Distress
J. B. Lippincott
New York, New York
- Thygerson, Alton (1987)
Fitness and Health: Lifestyle Strategies
Jones and Bartlett Publishers
Boston, Massachusetts
- Travis, John W. Ryan R.S. (1985)
Wellness Workbook
Ten Speed Press
Berkley, California
- Tubesing, Nancy L. Tubesing D.A. (1986)
Structured Exercises in Stress Management
Whole Person Press
Duluth, Minnesota
- Ward, D.A. (1983)
Alcoholism: Introduction to Theory and Treatment
Hunt Publishing Company
Dubuque, Iowa
- Wiess, L., Katzman, M., & Wolchik, S. (1985)
Treating Bulimia: A Psychoeducational Approach
Pergamon Press
New York, New York

Whitney, E.N., & Hamilton, E.V.N. (1987)
Understanding Nutrition
West Publishing Company
St. Paul, Minnesota

Williams, M. H. (1985)
Lifetime Physical Fitness: A Personal Choice
Wm. C. Brown Publishers
Dubuque, Iowa

SUPPLEMENTAL LEARNING EXPERIENCES USING MICRO COMPUTERS AND THE FOLLOWING HEALTH PROMOTION SOFTWARE:

Alcohol: An Education Simulation

Teaches the danger of alcohol abuse. Program allows user to enter personal data and monitors response to alcohol in various situations. Users see how alcohol effects reaction time and the decision-making process.

Concepts of Physical Fitness - Self Evaluation Fitness Profile

A program to help students develop a personal fitness profile- charts will show ratings for each of the components of physical fitness suggestions for exercise are shown after each profile.

Experiments in Human Physiology

Allows students to measure and record pulse rate, respiration rate, plan temperature and reaction times and to create graphs.

Nutritional Profile

Calculates calories, protein, fat and carbohydrates in a persons diet. Gives recommendations for ideal weight and tells how diet may be improved recommending the number of servings per day of fruits, vegetables, grains, protein food, milk products, fat foods and refined calorie foods.

You Are What You Eat

Analyzes the users daily meal plan, pinpointing the strengths and weaknesses of current eating habits.

EVALUATION METHODS

Examinations

There will be four (4) tests in HP 140/141, Health and Wellness. Each test will be specific to the lectures, textbook and required readings that have been assigned for that particular unit.

Laboratory Experience

Concurrent with the course there will be required laboratory experiments that will be graded. There will be specific learning experiences in the areas of stress management, physical fitness and nutrition. These laboratory experiments will compromise 20% of the student's grade.

Suggested Grade Requirements

HP 140/141

Written Test.....70%
Laboratory Experiences...20%
Writing Experiences.....10%

Grading Scale

90% - 100% - A
80% - 89% - B
70% - 79% - C
60% - 69% - D
0% - 59% - F

LIBERAL STUDIES COURSE APPROVAL FORM

About this form: Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the university's Criteria for Liberal Studies, and to arrange your proposal in a standard order for consideration by the LSC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone. 357-5715.

Do not use this form for technical, professional, or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. **Do not** use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.

PART I. BASIC INFORMATION

A. For which category(ies) are you proposing the course? Check all that apply.

LEARNING SKILLS

- First English Composition Course
- Second English Composition Course
- Mathematics

KNOWLEDGE AREAS

- Humanities: History
- Humanities: Philosophy/Religious Studies
- Humanities: Literature
- Fine Arts
- Natural Sciences: Laboratory Course
- Natural Sciences: Non-laboratory Course
- Social Sciences
- Health and Wellness
- Non-Western Cultures
- Liberal Studies Elective

B. Are you requesting regular or provisional approval for this course?

- Regular Provisional (limitations apply, see instructions)

C. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for a current General Education course, thus allowing it to meet any remaining General Education needs? yes no

If so, which General Education course(s)? _____

PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET? Check all that apply and attach an explanation.

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you check them off, please indicate whether you consider them to be primary or secondary goals of the course. [For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals, but it might also enhance inquiry skills or literacy or library skills.] Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

	Primary	Secondary
A. Intellectual Skills and Modes of Thinking:		
1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.	<u> x </u>	<u> </u>
2. Literacy--writing, reading, speaking, listening	<u> x </u>	<u> </u>
3. Understanding numerical data	<u> </u>	<u> x </u>
4. Historical consciousness	<u> </u>	<u> </u>
5. Scientific inquiry	<u> x </u>	<u> </u>
6. Values (ethical mode of thinking or application of ethical perception)	<u> x </u>	<u> </u>
7. Aesthetic mode of thinking	<u> </u>	<u> </u>
B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person		
	<u> x </u>	<u> </u>
C. Understanding the Physical Nature of Human Beings		
	<u> x </u>	<u> </u>
D. Certain Collateral Skills:		
1. Use of the library	<u> </u>	<u> x </u>
2. Use of computing technology	<u> </u>	<u> x </u>

PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES? Please attach answers to these questions.

- A. If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments, and evaluation. Note: this should not be interpreted to mean that all professors must make the same assignments or teach the same way; departments are encouraged to develop their courses to allow the flexibility which contributes to imaginative, committed teaching and capitalizes on the strengths of individual faculty.

What are the strategies that your department will use to assure that basic equivalency exists? Examples might be the establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc.

- B. Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women wherever appropriate to the subject matter. If your attached syllabus does not make explicit that the course meets this criterion, please append an explanation of how it will.

- C. Liberal Studies courses must require the reading and use by students of at least one, but preferably more, substantial works of fiction or nonfiction (as distinguished from textbooks, anthologies, workbooks, or manuals). Your attached syllabus must make explicit that the course meets this criterion.

[The only exception is for courses whose primary purpose is the development of higher level quantitative skills: such courses are encouraged to include such reading, but are not expected to do so at the expense of other course objectives. If you are exercising this exception, please justify here.]

- D. If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence. That is, it should introduce the discipline to students rather than introduce students into the discipline. If this is such an introductory course, how is it different from what is provided for beginning majors?

Part II WHICH LIBERAL STUDIES GOALS DOES THE COURSE MEET?

- A. 1. The students will be presented with health knowledges, facts, and decision-making situations. Students will be required to critically analyze these situations and make applications to real life.
2. Health Sciences are constantly changing. Students will be required to survey the literature for class projects, reports and term papers. Assessment of health needs will aid in determining individual interests.
5. Reviewing the literature and research reports is a must for such topics as cancer, nutrition, drug actions, and AIDS. New information based on research findings is affecting constant change in our life styles.
6. Societal problems like alcohol abuse, sexual and intravenous transmission of disease, and substance abuse make individual awareness of one's ethical responsibilities to others vital.
- B. This course is designed as a broad, survey course. Students will be forced to make decisions which will influence individual wellness and the wellness of society.
- C. Content areas like nutrition, emotional well-being, fitness and human sexuality lend themselves to the physical nature of humans. The goals of longevity and quality of life are emphasized.

INFORMATION REQUIRED FOR SECTION III, LIBERAL STUDIES COURSE
APPROVAL FORM QUESTIONS A THROUGH D

- A. The Wellness Committee of the department of HPE has completed a very thorough syllabus (attached) which will be given to each faculty member to serve as a guideline for their new course development process. It has been strongly recommended that instructors use one of the two recommended textbooks (see syllabus). It has also been requested that all faculty involved in HP 140/141 share copies of the individually prepared syllabus. A certain degree of uniformity is requested since a coordinated effort of the instructors of HP 140 and 141 is necessary for logistical reasons. The health and wellness studies coordinator in the department will call for periodic meetings with teaching faculty to discuss objectives, content, assignments and methods of evaluation. The Health and Wellness Committee will evaluate the quality and consistency of instruction of the course each semester.
- B. The design of the course addresses the health and wellness factors for both males and females, as well as for the traditional-age college student and older non-traditional student. Special consideration will be given to emphasize the fact that males and females are many times notably different in their reaction to exercise, nutrition and stress factors. Issues which address their differences are included in the syllabus and are issues concerning both the physiological and psychological in nature. As an example of topics for discussion would be the recent research indicating the high incidence of coronary artery disease occurring in women as well as the relationship between cervical cancer and women exposed to cigarette smoke. Ethnic concerns will also be addressed, such as the high incidence of hypertension among black males. This and other types of examples will be used throughout the course.
- C. This information is included in the syllabus under "Supplemental Resources and Evaluation Methods." Outside contemporary readings will be assigned by faculty, to include at least one reading from the supplemental resource list.
- D. Health/Wellness HP 140/141 is an introductory "college level" course covering a wide variety of issues related to a healthy lifestyle (see syllabus, Course Objectives). The intent of the course is for individuals to take a very personal look at her or his own lifestyle and investigates the impact of that lifestyle on their present and future health. Health and Physical Education majors will not be taking this course as they are required to complete the wellness segment of liberal studies in a course taught by faculty in the Food and Nutrition Department. In the HPE professional education sequence, the first course taken by students in the health area is School Health Programs, HP 325. This course is

highly focused. The emphasis of this major course is on the organization of school health programs, relationship and utilization of community resources (see undergraduate catalog pgs. 298).

E. The Liberal Studies Criteria indicate six ways in which all courses should contribute to students' abilities. To which of the six will your course contribute? Check all that apply and attach an explanation

- 1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
- 2. Define and analyze problems, frame questions, evaluate available solutions, and make choices
- 3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
- 4. Recognize creativity and engage in creative thinking.
- 5. Continue learning even after the completion of their formal education.
- 6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

PART IV. DOES YOUR COURSE MEET THE CRITERIA FOR THE CURRICULUM CATEGORY IN WHICH IT IS TO BE LISTED?

Each curriculum category has its own set of specific criteria in addition to those generally applicable. The LSC provides copies of these criteria arranged in a convenient, check-list format which you can mark off appropriately and include with your proposal. **The attached syllabus should indicate how your course meets each criterion you check. If it does not do so explicitly, please attach an explanation.**

INFORMATION REQUIRED FOR PART III LIBERAL STUDIES COURSE APPROVAL
FROM QUESTIONS E STATEMENT 1-6

1. The course content exhibited in the syllabus confronts any number of major health issues of the day. As a result specific judgments are necessary by both student and instructor and will be addressed in sections dealing with exercise, fitness, drugs, alcohol and sexuality. All contain ethical issues which have an effect on a healthy lifestyle.
2. The textbook, assigned readings as well as laboratory and learning activities are intended to meet this criteria. Computer programs, the Cooper Walk/Run and Body Composition are but examples of experiences made available to students. Through these experiences individuals will have an opportunity to make a decision based on their own personal assessment.
3. The discussion of temporary issues in Health and Wellness, as well as the structure of the class, should facilitate an exchange of ideas between student and instructor. The class is unique in that students will be involved in lectures in classrooms, gymnasia, weight rooms, as well as the human performance laboratory.
4. While the criteria may not be directly addressed in this course, some opportunity may be presented which challenges the student to make the adjustment in a lifestyle to promote better wellness.
5. The basis for the course is to encourage lifestyle change, if necessary, in the components of wellness, and ultimately control of ones own behavior. The results of the class are for the present and future healthy lifestyle of the individual.
6. Personal Health is most contemporary, dynamic not static and thus is continually being studied in the light of current research and thus this course is designed to take advantage of an ever changing discipline. Beneficial experiences will be available in both lecture and laboratory assignments.

CHECK LIST -- HEALTH AND WELLNESS

Knowledge Area Criteria which the course must meet:

- Treat concepts, themes, and events in sufficient depth to enable students to appreciate the complexity, history, and current implications of what is being studied; and not be merely cursory coverages of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Health and Wellness Criteria which the course must meet:

- Address the major components relevant to a healthy lifestyle for both men and women. These major components include, but are not limited to, exercise, nutrition, stress, and substance abuse. In this respect, appropriate courses must be multidisciplinary in nature and not specialize in any single area of health and wellness.
- Employ laboratory experiences and physical activities that correlate to the recognized content areas of the course.
- Utilize a scientific base, and promote knowledge and skills that have strong empirical validity.
- Provide the students with an opportunity to assess their personal well-being and forecast the possible outcomes of altered patterns of behavior.
- focus on a variety of behavioral skills to assist students in selecting lifestyles for quality living.
- Identify hereditary, personal, and environmental factors that affect health.
- Assist the students in recognizing contemporary health issues and evaluating the credibility of health information.
- Encourage the students to assume responsibility for their personal health as well as the wellness of family and community.
- Address health and wellness in a gender-balanced fashion.