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LS 232

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UWUCC USE Only  
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Action-Date: UWUCC

CURRICULUM PROPOSAL COVER SHEET  
University-Wide **LIBERAL STUDIES** Curriculum Committee

*Denald*  
4/16/02

I. CONTACT

Contact Person Elizabeth A. Palmer Phone 724-357-3261

Department Nursing and Allied Health

II. PROPOSAL TYPE (Check All Appropriate Lines)

\_\_\_\_\_ COURSE \_\_\_\_\_  
Suggested 20 character title

New Course\* NURS 143 Healthy People  
Course Number and Full Title

\_\_\_\_\_ Course Revision \_\_\_\_\_  
Course Number and Full Title

Liberal Studies Approval+ NURS 143 Healthy People  
for new or existing course Course Number and Full Title

\_\_\_\_\_ Course Deletion \_\_\_\_\_  
Course Number and Full Title

\_\_\_\_\_ Number and/or Title Change \_\_\_\_\_  
Old Number and/or Full Old Title

New Number and/or Full New Title

\_\_\_\_\_ Course or Catalog Description Change \_\_\_\_\_  
Course Number and Full Title

\_\_\_\_\_ PROGRAM: \_\_\_\_\_ Major \_\_\_\_\_ Minor \_\_\_\_\_ Track

\_\_\_\_\_ New Program\* \_\_\_\_\_  
Program Name

\_\_\_\_\_ Program Revision\* \_\_\_\_\_  
Program Name

\_\_\_\_\_ Program Deletion\* \_\_\_\_\_  
Program Name

\_\_\_\_\_ Title Change \_\_\_\_\_  
Old Program Name

New Program Name

III. Approvals (signatures and date)

Elizabeth A. Palmer 11-5-01 Denald 11-5-01  
Department Curriculum Committee Department Chair

Marie E. Seemiller 12/14/01 Patricia C. Patti 5-Jan-02  
College Curriculum Committee College Dean

+ Director of Liberal Studies (where applicable)

\*Provost (where applicable)

*Denald*  
4/18/02

**NURS 143 Healthy People**

**3 lecture hours  
0 lab hours  
3 credits  
(3c-0l-3sh)**

This course is designed to advance students' knowledge of health promotion and illness prevention concepts and to examine health disparities across segments of the population. The determinants of health, health status assessment, and the nation's leading health indicators will be emphasized. Students will be guided in the development of a personal wellness program.

## **I. Course Description**

**NURS 143 Healthy People**

**3 lecture hours  
0 lab hours  
3 credits  
(3c-0l-3sh)**

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## **II. Course Objectives**

**At the end of this course, the student will:**

- 1. Appraise personal health status.**
- 2. Plan a personal wellness program.**
- 3. Implement the personal wellness program.**
- 4. Examine the determinants of health that influence the well being of individuals and communities.**
- 5. Discuss the current public health concerns in the United States.**

## **III. Course Outline**

- |  |               |
|--|---------------|
| <b>Week 1 Introduction to Course</b>                           | <b>3 hrs.</b> |
| <b>A. Leading health indicators</b>                            |               |
| 1. Leading causes of death as a nation                         |               |
| 2. A review of causes of morbidity and mortality by age groups |               |
| <b>B. Dimensions of personal wellness</b>                      |               |
| 1. Personal health assessment                                  |               |
| 2. Holistic approaches to health                               |               |
| <b>C. The personal wellness profile</b>                        |               |
| <b>D. Motivation</b>   |               |
| 1. Behavioral change theory                                    |               |
| <b>E. Barriers/obstacles to achieving wellness</b>             |               |
| <br>   |               |
| <b>Week 2 Determinants of Health</b>                           | <b>3 hrs.</b> |
| <b>A. Biological</b>   |               |
| <b>B. Environmental</b>  |               |
| <b>C. Behaviors</b>  |               |

- Week 3 Leading Health Indicator: Physical Activity** 3 hrs.
- A. National Goals
  - B. Leading causes of morbidity and mortality associated with cardiovascular health
  - C. Components of Fitness
    - 1. Cardiorespiratory fitness
    - 2. Muscular strength
    - 3. Muscular endurance
    - 4. Flexibility
    - 5. Body composition
- Week 4 Quiz #1** 1 hr.
- Leading Health Indicator: Overweight & Obesity** 2 hrs.
- Healthy Nutritional Lifestyle**
- A. National Goals
    - 1. Morbidity and mortality associated with obesity
  - B. Components of a healthy diet
  - C. Planning a healthy diet
  - D. Making informed choices about food
  - E. Commitment to a healthy diet
- Week 5 Continued discussion of a Healthy Nutritional Lifestyle** 3 hrs.
- Nutritional Issues**
- A. Calcium intake across the lifespan
  - B. Eating Disorders
    - 1. Anorexia
    - 2. Bulimia
  - C. Essential ingredients to successful nutritional planning and assessment
    - 1. Completing a health history
- Week 6 Quiz #2** 1 hr.
- Leading Health Indicator: Tobacco Use** 2 hrs.
- A. National Goals
  - B. Morbidity and mortality associated with tobacco use
  - C. Smoking Rates in U.S.
  - D. Effects of tobacco use on health
    - 1. Cigarettes
    - 2. Cigars
    - 3. Spit tobacco
  - E. Quitting smoking
  - F. Effects of smoke on non-smokers
  - G. Costs to society
- Week 7 Leading Health Indicator: Substance Abuse** 3 hrs.

- A. National Goals
- B. Substance Abuse (drugs)
  - 1. Addictive behavior
  - 2. Major psychoactive drugs
    - A. Opium
    - B. Morphine
    - C. Heroin
    - D. Methadone
    - E. Codeine
    - F. Meperidine
    - G. Fentanyl
  - 3. Central nervous system depressants
  - 4. Central nervous system stimulants
  - 5. Marijuana
  - 6. Hallucinogens
  - 7. Inhalants
  - 8. Cost to society
- C. Alcohol abuse
  - 1. Blood alcohol content
  - 2. Driving under influence
  - 3. Chronic alcohol use
  - 4. Binge drinking
  - 5. Health effects of alcohol use (short & long-term)
  - 6. Alcoholism

**Week 8 Quiz #3**

**1 hr.**

**Week 8 & 9 Leading Health Indicator: Responsible Sexual Behavior**

**5 hrs**

- A. National Goals
- B. Sex and the body
  - 1. Sexuality/sexual orientation
  - 2. Sexual dysfunction
  - 3. Aging sexuality
- C. Responsible Sexual Behavior
  - 1. Pregnancy
  - 2. Contraception
- D. Sexually Transmitted Diseases
  - 1. HIV/AIDS
  - 2. Chlamydia
  - 3. Pelvic Inflammatory Disease
  - 4. Genital Herpes
  - 5. Human Papilloma Virus
  - 6. Genital Warts
  - 7. Prevention

**Week 10 & 11 Leading Health Indicator: Mental Health**

**6 hrs.**

- A. National Goals

- B. Psychological Health**
  - 1. Positive self-esteem and self-concept
  - 2. Most common psychological disorders
    - a. Anxiety disorders
    - b. Mood disorders
  - 3. Risk factors for suicide
- C. Stress**
  - 1. Stress and disease
  - 2. Stress management
  - 3. Creating a personal plan for managing stress
- D. Communication**
  - 1. Successful relationships
  - 2. Conflict resolution
  - 3. Singles/marriage/cohabitation
  - 4. Types of family life
    - a. Qualities of strong families

**Week 12 Quiz # 4**

**1 hr.**

**Leading Health Indicator: Injury and Violence**

**2 hrs.**

- A. National Goals: Leading causes of death associated with injury and violence across various age groups**
- B. Personal safety**
- C. Unintentional injuries**
  - 1. Motor vehicle accidents
  - 2. Home injuries
  - 3. Work-related injuries
- D. Acts of Violence**
  - 1. School violence
  - 2. Hate crimes
  - 3. Family violence
  - 4. Stalking/cyber-stalking
  - 5. Rape/sexual harassment

**Week 13 Leading Health Indicator: Environmental Quality**

**3 hrs.**

- A. National Goals**
- B. Environmental health concerns**
- C. Population growth**
- D. Types of pollution**
- E. Prevention**

**Week 14 Quiz # 5**

**1 hr.**

**Leading Health Indicator: Immunizations**

**2 hrs.**

- A. National Goals**
  - 1. Emerging national concerns

- B. Infection
- C. Body's defense system
  - 1. Immunity/immunizations
- D. Pathogens and disease
  - 1. Bacteriological
  - 2. Viral
  - 3. Fungi
  - 4. Protozoa
  - 5. Parasitic worms
- E. Emerging infectious diseases
- F. A healthy immune system

**Finals Week: Culminating Activity/Final Exam**

**2 hrs.**

#### **IV. Evaluation Methods**

- 20% Multiple choice quizzes/exams  
There will be a total of 5 quizzes during the semester.
- 20% Completion of class assignments/worksheets
- 20% Book review
- 20% Culminating Activity/Final Exam
- 20% Personal Wellness Plan

#### **Grading scale:**

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F Less than 60%

#### **Learning Assignments:**

##### **Personal Wellness Plan (PWP)**

Students will assess their personal health and develop relevant plans to improve their health status. The student is required to implement the plan. The PWP must include aspects of both mental and physical health and specific goals and strategies for improvement. The PWP will be approved by faculty early in the semester and students are given the opportunity to revise the plan at mid-semester. Students will keep weekly logs of activities and write focused journal entries. Faculty will guide the student in appropriate monitoring of the PWP.

Sample items that may be included in a Personal Wellness Plan that incorporates aspects of both mental and physical health may include but are not limited to:

- A running or walking program aimed at improving cardiovascular health

- A weight lifting program that focuses on strength training
- Engaging in a stress relieving activity such as yoga, walking, dance, or music therapy
- Utilizing available counseling services to work through issues threatening psychological and or physical health
- Engaging in eliminating risky behaviors that impact health such as smoking or over-eating
- A weight reduction program that incorporates physical exercise and dietary modifications
- Increasing one's knowledge of an existing health condition to improve the individual's ability to manage their own health

### Book Review

Students will select and read one book and submit a 2-4 page review. Following are suggested books, although students may propose another book of interest.

- Casey, Karen. If Only I Could Quit. Hazelden. 1987.
- Evans, Patricia. Verbal Abuse Survivors Speak Out. AdamsMedia Corporation. 1993.
- Fuley, Gary. The Secret of Letting Go. Llewellyn Publications. 1990.
- Levenkron, Steven. The Best Little Girl in the World. Warner Books. 1997.
- McNaley, David. Even Eagles Need a Push. Dell Publishing Group, Inc. 1990
- Mellody, Pia, et al. Facing Co-Dependence. Harper Collins Publishing. 1989.
- Milan, J. and Ketchan, K. Under the Influence. Bantam Books. 1981.
- Pelzer, Dave. A Child Called It. Health Communications, Inc. 1995.
- Schreiber, Flora. Sybil. Warner Books, Inc. 1973.
- Vangant, Iyanla. The Value in the Valley. Simon and Schuster. 1995.
- White, Ryan and Cunningham, Marie. Ryan White: My Own Story. Signet. 1992.

### Review of Health Information

Students will use the internet and also lay journals to select two articles related to the leading health indicators. Students will write a summary of the article that includes a brief critique assessing the credibility of the information presented in the articles.

### Healthy Eating

Students will calculate their body mass index and complete a food record (record of all food and beverages consumed over a specified period of time). Under the guidance of the instructor, the student will analyze their food record for certain dietary intake patterns such as fat consumption. Students will also be given specific directions on how to make healthy food selections in campus dining facilities, restaurants, and grocery stores.

### Class Assignments/Worksheets

The textbook chosen for this class includes a workbook. Students will complete assigned pages from this workbook as either homework or class work. Assignments will periodically be collected and graded. One of the required worksheets is utilized for the food record analysis students will complete as part of their healthy eating assignment. Other activities addressed in the worksheets include journal writing, evaluation of personal values regarding topics such as



drug use and abuse, reflections about their own health and wellness concerns, and other guided learning activities.

### Culminating Activity/Final Project/Final Exam

Within the Leading Health Indicator framework, students are to identify and explore a specific health issue. Students will be guided in the selection of appropriate issues and sources for exploration throughout the semester. Students will be required to write but not necessarily submit a letter to an editor of a newspaper or journal or letter to a legislator expressing their views on the selected issue. The final project will be a poster presentation that will include the identification of the issue, why that issue was chosen, relevant statistics, a copy of the letter written to an editor or legislator, and related resources. The posters will be displayed during the culminating activity period.

### **REQUIRED TEXTS:**

Insel, P., Roth, W. (2002). *Core Concepts in Health*, (9<sup>th</sup> ed.), McGraw-Hill, Inc:  
Boston, MA.

Insel, P., Roth, W. (2000). *Wellness Worksheets to Accompany Core Concepts in Health*.  
Mayfield Publishing Company: Mountain View, CA.

### **VI. Special Resource Requirements**

None

### **VII. Bibliography**

American Social Health Association (1998). *Sexually transmitted diseases in America: How many cases and at what cost?* Menlo Park, CA: Kaiser Family Foundation.

Bromet E. J. (1998). *Psychiatric disorders. In: public health and preventive medicine, Fourteenth Edition*. Wallace RB. Stamford CT: Appleton & Lange. 1037.

California Environmental Protection Agency. (1997). *Health effects of exposure to environmental tobacco smoke*. Final Report. Sacramento, CA: California Environmental Protection Agency, Office of Environmental Health hazard Assessment.

Centers for Disease Control and Prevention. (1998). *National vaccination coverage levels among children aged 19-35 months-United States*. MMWR (48) 829-830.

Centers for Disease Control and Prevention. (1999). *Prevalence of sedentary leisure-time behavior among adults in the United States; Health E-Stats*. Atlanta, GA: Centers for Disease Control and Prevention, National Center for Health Statistics.

Centers for Disease Control and Prevention. (1997). *State-specific prevalence of cigarette smoking among adults, and children's and adolescent's exposure to*

- environmental smoke-United States*. MMWR (46) 1038-1043.
- Centers for Disease Control and Prevention. *Targeting tobacco use: The nation's leading cause of death*. (1999). Atlanta, GA: U.S. Department of Health and Human Services, CDC.
- Centers for Disease Control and Prevention. (1998). *Youth risk behavior surveillance*. MMWR 47(SS-3).
- Feiken D. R., Schuchat A., & Kolczak M. (1998). Mortality from invasive pneumococcal pneumonia in the era of antibiotic resistance. *American Journal of Public Health Statistics*.
- Fox J. A., & Zawitz M. W. (1999). *Homicide trends in the United States*. U.S. Department of Justice, Bureau of Justice Statistics.
- Hoyert D. L., Kochanek K.D., & Murphy S. L. (1999). Deaths: final data for 1997. *National Vital Statistics Reports*. Vol. 47, no.19. Hyattsville, MD: National Center for Health Statistics.
- Institute of Medicine. (1997). *Improving health in the community*. Washington, DC: National Academy Press. (pp. 48-56).
- Lin B. H., & Frazao E. (1997). Nutritional quality of foods at and away from home. *Food Review*. 20, 33-40.
- Maynard R. A. *Kids having kids; economic costs and social consequences of teen pregnancy*. Washington, DC: Urban Institute Press.
- McGinnis J. M., & Maiese D. R. (1997). Defining mission, goals, and objectives. In: *Principles of Public Health Practice*. Scuthfield FD and Keck CW (eds.). Albany, NY: Delmar Publishers. (pp. 136-145).
- National Cancer Institute. (1998). *Cigars: health effects and trends*. Bethesda, MD: U.S. Department of Health and Human Services, National Institutes of Health.
- National Center for Health Statistics. (1999). *Health, United States, 1999, With Health and aging chart book*. Hyattsville, MD: U.S. Department of Health and Human Services.
- National Highway Traffic Safety Administration. (1998). *Traffic safety facts, 1998*. Washington, DC: U.S. Department of Transportation.
- National Institute of Mental Health. (1999). *The invisible disease-depression fact sheet*. <http://www.nimh.nih.gov/publicat/invisible.cfm>. Bethesda, MD: U.S. Department of Health and Human Services, National Institutes of Health.

St. Louis M. E., Wasserheit J. N., & Gayle H. D. (1997). Janus considers the HIV pandemic-harnessing recent advances to enhance AIDS prevention. *American Journal of Public Health*. 87(1):10-12.

Substance Abuse and Mental Health Services Administration. (1999). *Mental health: a report of the surgeon general*. Rockville, MD: U.S. Department of Health and Human Services, National Institutes of Health.

Syme S. L., & Balfour J. L. (1998). Social determinants of disease. In: *Public Health and Preventive Medicine, Fourteenth Edition*. Wallace RB (ed.). Stamford, CT: Appleton & Lang. (p.795).

U.S. Department of Health and Human Services. (1998). *Physical Activity and Health: A Report of the Surgeon General*. Atlanta, GA: Centers for Disease and Control Prevention, National Center for Health Statistics.

U.S. Department of Health and Human Services. *Healthy People 2010: Understanding And Improving Health*. Retrieved August 1, 2001 from <http://www.health.gov/healthpeople>.

U.S. Environmental Protection Agency. (1997). *National Air Quality and Trends Reports*. Office of Air and Radiation. Washington, DC: EPA.

U.S. General Accounting Office. (1998). *Health insurance: coverage leads to increased health care access for children*. GAO/HEHS-98-14. Washington, DC:Gao. (pp. 4-20).

Wolf A. M., Colditz G. A. (1998). Current estimates of the economic cost of obesity in the United States. *Obesity Research*. 6(2): 97-106.

#### **Historical References:**

Braithwaite R., & Taylor S. (1992). *Health Issues in the Black Community*. Jossey-Bass Publishers. San Francisco, CA.

## Liberal Studies Course Approval Form Instruction Sheet

Use this form only if you wish to have a course included in a Liberal Studies Learning Skill or Knowledge Area category. Do not use this form for synthesis or writing-intensive sections; different forms are available for these. If you have questions, contact the Liberal Studies Office, 352 Sutton Hall, telephone 357-5715.

This form is intended to assist you in developing your course to meet IUP's Criteria for Liberal Studies and to arrange your proposal in a standard order for consideration by the Liberal Studies Committee (LSC) and the University-wide Undergraduate Curriculum Committee. When you have finished, your proposal will have these parts:

- Standard UWUCC Course Proposal Cover Sheet, with signatures (one page)
- Completed copy of LS General Information Check-List--Parts 1-3 of this form (one page)
- One sheet of paper for your answers to the four questions in Part IV of this form (one page)
- Completed check-list for each curriculum category in which your course is to be listed--e.g. Non-Western Cultures, Fine Arts, etc. (one page each) [Check-lists are found in the appendix to this Handbook.]
- Course syllabus in UWUCC format.

**Note:** If this is a new course not previously approved by the University Senate, you will also need answers to the UWUCC Course Analysis Questionnaire. These are not considered by the LSC but will be forwarded to the UWUCC along with the rest of the proposal after the LSC completes its review. For information on UWUCC procedures for new courses or course revisions, see appropriate sections of this Handbook.

Submit one (1) copy of the completed proposal to the Liberal Studies Office (352 Sutton Hall.) The Liberal Studies Committee will make its own copies from your original; the committee does reserve the right to return excessively long proposals for editing before they are duplicated. (If you happen to have extra copies of the proposal, you are invited to send multiple copies to the LSC to save unnecessary copying.)

**Please Number All Pages**

**LIBERAL STUDIES COURSE APPROVAL, PARTS 1-3: GENERAL INFORMATION CHECK-LIST**

I. Please indicate the LS category(ies) for which you are applying:

**LEARNING SKILLS:**

- First Composition Course       Second Composition Course  
 Mathematics

**KNOWLEDGE AREAS:**

- Humanities: History       Fine Arts  
 Humanities: Philos/Rel Studies       Social Sciences  
 Humanities: Literature       Non-Western Cultures  
 Natural Sci: Laboratory       Health & Wellness  
 Natural Sci: Non-laboratory       Liberal Studies Elective

II. Please use check marks to indicate which LS goals are primary, secondary, incidental, or not applicable. When you meet with the LSC to discuss the course, you may be asked to explain how these will be achieved.

Prim Sec Incid N/A

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

III. The LS criteria indicate six ways that courses should contribute to students' abilities. Please check all that apply. When you meet with the LSC, you may be asked to explain your check marks.

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.

**Liberal Studies Course Approval, Parts 4-6:**

- IV. A.** The Department of Nursing and Allied Health Professions has an integrated curriculum and thus has a long-standing history of working together within and among various sections of the courses in the nursing curriculum. Strategies the department will utilize to assure that basic equivalency exists among the sections of NURS 143 Healthy People include the exchange and discussion of individual syllabi prior to teaching the course, collaboration among faculty regarding expected student activities, projects, and workload in the course, and periodic meetings among faculty during the semester. The department also has a department approved syllabus policy that outlines the expected components of each individual course syllabi. These are reviewed for adherence each semester by the chairperson of the department. Additionally, the department offers several sections of department identified writing intensive courses, and the faculty teaching in these sections collaborates to identify shared expectations of student activities and outcomes.
- B.** An organizing thread throughout the content outline of this course includes major elements of the U.S. Department of Health and Human Services health promotion and disease prevention agenda for the next decade. This agenda is reported in *Healthy People 2010* document. Determinants of health are identified throughout class lectures and encompass ethnic and racial minorities and women. Examples of these components are: Biological determinants of health which examines gender differences; effects of smoking which encompasses effects on women and children and various ethnic groups and/or differences in risk factors; discussion of national goals related to the various outlined health indicators which include societal effects of many of these issues such as substance abuse and smoking; the discussion of responsible sexual behavior which presents a variety of opportunities to explore minority differences and women's health; and injury and violence discussions include a discussion of family violence and school violence. Additionally, the final student project, which explores specific health issues, requires the student to review relevant statistics on that topic which may address minority risk factors and effects on society in general.
- C.** Students will select and read one book from the following list and submit a 2-4 page review as outlined in the learning assignment for the "Book Review":

Casey, Karen. If Only I Could Quit. Hazelden. 1987.

Evans, Patricia. Verbal Abuse Survivors Speak Out. AdamsMedia Corporation. 1993.

Fuley, Gary. The Secret of Letting Go. Llewellyn Publications. 1990.

Levenkron, Steven. The Best Little Girl in the World. Warner Books. 1997.

McNaley, David. Even Eagles Need a Push. Dell Publishing Group, Inc. 1990

Mellody, Pia, et al. Facing Co-Dependence. Harper Collins Publishing. 1989.

Milan, J. and Ketchan, K. Under the Influence. Bantam Books. 1981.

Pelzer, Dave. A Child Called It. Health Communications, Inc. 1995.  
Schreiber, Flora. Sybil. Warner Books, Inc. 1973.  
Vangant, Iyanla. The Value in the Valley. Simon and Schuster. 1995.  
White, Ryan and Cunningham, Marie. Ryan White: My Own Story. Signet.  
1992.

- D. This course is designed to fill a need for additional courses in the Health and Wellness Category in the Liberal Studies program.
- V. Checklist attached.
- VI. Course syllabus attached.

# CHECK LIST – HEALTH AND WELLNESS

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## 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 coverage 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 use and enhance 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.



**Course Analysis Questionnaire  
NURS 143 Healthy People**

**Section A: Details of the Course**

**A1.** This course is designed to fill a need for additional courses in the Health & Wellness category in the Liberal Studies program. It is designed for students from any major. There are no existing courses to which this content could be incorporated because they are either major's courses or LBST 499.

**A2.** This course does not require changes in the content of existing courses or requirements for a program.

**A3.** This course was offered as a Special Topics course during Fall 2001. Two sections with a total of 80 students were enrolled.

**A4.** This course is not intended as a dual-level course.

**A5.** This course is not intended for variable credit.

**A6.** Similar courses are offered at IUP by the Health & Physical Education and Food & Nutrition Departments (HPED 143, FNNT 143). These courses are approved for the Health & Wellness category of Liberal studies program.

**A7.** The content and skills in the proposed course are not recommended or required by a professional, accrediting authority or external agency.

**Section B: Interdisciplinary Implications**

**B1:** This course will be taught by one instructor and is not intended to be a team taught course.

**B2.** This course is designed to meet the liberal studies criteria for the Health & Wellness category, so it is expected that some duplication and similarity exists among HPED 143, FNNT 143 and NURS 143. The Healthy People 2010 document (Dept of Health) was used to frame the course so that it's content represents current material related to healthy behavior and risk factors. The Department of Nursing and Allied Health Professions has requested a letter of support from both the Department of Health and Physical Education and the Department of Food and Nutrition. (Copies of this request are included in Part III.) Included in Part III. are copies of the email discussions with the Department of HPED, specifically with their health and wellness coordinator, which demonstrate the considerable dialogue and meeting time between the two departments in an effort to fully inform one another of the course offering. Additionally, a letter from Dr. Catherine Dugan, Director, Advising and Testing Center/Coordinator, Disability Support Services, is included.

**B3.** Five to eight seats will be made available for students in the School of Continuing Education.

### **Section C: Implementation**

**C1.** Current faculty resources are adequate to teach approximately 2 sections/semester. As the new nursing curriculum is phased in, there will be some courses that will not be taught allowing for faculty to be assigned to teach Health & Wellness sections thereby assisting in meeting the need for more seats. Faculty assigned to teach a section of the course would receive the usual workload for a 3-credit class, i.e. 3 hours of workload and 1 prep.

**C2.** Resources needed to teach this class are already available in the Department of Nursing and Allied Health Professions: Learning laboratory equipped with BP equipment, scales etc. Additional equipment needs, such as calipers and CO monitor, can be purchased with department funds.

**C3.** None of the resources for the proposed course are grant funded.

**C4.** It is anticipated that the course can be offered both semesters with the possibility of summers if needed.

**C5.** It is anticipated that 2 sections could be offered in both Fall and Spring.

**C6.** Enrollment is expected to be approximately 45 students, which is consistent with enrollment in other Health & Wellness sections.

**C7.** There are no recommended enrollment limits or parameters mandated by an outside source for the proposed course.

**C8.** At this time, the course is not intended as a distance education or Internet based offering.

### **D: Miscellaneous**

The department intends to submit the course proposal to the Liberal Studies committee for approval as an offering in the Health & Wellness category.

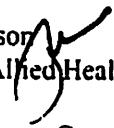
**Part III. Letters of Support**

Attached are letters of support and email dialogues referenced in the course analysis questionnaire.

**DEPARTMENT OF NURSING AND ALLIED HEALTH PROFESSIONS  
INDIANA UNIVERSITY OF PENNSYLVANIA**

Date: November 4, 2001

To: James G. Mill, Chairperson  
Department of Health and Physical Education

From: Jodell L. Kuzneski, Chairperson   
Department of Nursing and Allied Health Professions

Subject: Proposal for Health and Wellness Course

Faculty in the Department of Nursing and Allied Health Professions are proposing a new course, NURS 143 Healthy People. The course is intended to be an option for the Liberal Studies health and wellness requirement and open to any university student.

The course has been developed using the Healthy People 2010 document produced by the Department of Health and Human Services. As you know, this document was created by a broad coalition of experts from many sectors and clearly lays out a series of objectives to bring better health to all people in this country. Faculty believe the design of the course will help students understand health and provide them with an opportunity to make healthy lifestyle choices for themselves and perhaps others.

Careful consideration has been given to the criteria for health and wellness courses established by the Liberal Studies Committee. It is the faculty's conclusion that this course meets those criteria.

Of course, you are well aware of the ongoing unmet demand for seats in the health and wellness courses and the concern about the average class size in the sections taught by both the Department of Food and Nutrition and the Department of Health and Physical Education. By adding an additional option to the health and wellness category, faculty expect to help address that demand and perhaps help keep the class size at a reasonable number. The department plans to offer one or two sections of NURS 143 Healthy People each semester and we are committed to coordinating schedules with you and the chair in the Department of Food and Nutrition.

A copy of the course syllabus is attached for your review. I am requesting a letter of support from your department to include with the course proposal materials. To facilitate a timely review of this proposal, it would be most helpful to have a copy of your letter available to the college Undergraduate Curriculum Committee at their next meeting that is scheduled for November 14, 2001 at 11:30 a.m. Please direct your letter to Dr. Elizabeth Palmer, chair of the department's Curriculum Committee. Both Dr. Palmer and I are available to address any questions or comments you may have as you prepare your letter of support.


Thank you.

cc: Dr. Elizabeth Palmer

**DEPARTMENT OF NURSING AND ALLIED HEALTH PROFESSIONS  
INDIANA UNIVERSITY OF PENNSYLVANIA**

Date: November 4, 2001

To: Joanne B. Steiner, Chairperson  
Department of Food and Nutrition

From: Jodell L. Kuzneski, Chairperson   
Department of Nursing and Allied Health Professions

Subject: Proposal for Health and Wellness Course

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Thank you.

cc: Dr. Elizabeth Palmer

**Subject: Re: NURS 143**

**Date: Mon, 26 Nov 2001 15:12:25 -0500**

**From: Jodell Kuzneski <kuzneski@grove.iup.edu>**

**To: kmckee <kmckee@grove.iup.edu>**

**CC: lpalmer@grove.iup.edu, Jodell Kuzneski <kuzneski@grove.iup.edu>**

Hi Kevin,

Thanks for sending your email. I have taken the liberty of copying Lisa Palmer on my reply so as chair of the department curriculum committee she can stay in the loop.

Thanks also for your support of the course. It is important to still write a letter/email of support. It can just be a very brief statement...sending it to Lisa at lpalmer@grove.iup.edu would be best.

I appreciate your question about how we are addressing the LS requirement for physical activity...we thought that was clear in the proposal but if you have a question then we need to provide further clarification for you and other reviewers. I will talk with Lisa about this matter.

For a variety of reasons, we are anxious to get this course approved and hopefully offer it as an approved course in the fall 2002 semester (schedule due by end of January). The department would like this course to go forward as proposed. I think, however, that some discussions with reps from both of our departments might be helpful in exploring possible team teaching/joint venture approaches for sometime in the future. Let me know if you are interested in organizing such discussions.

Thanks again for your support.

Jody Kuzneski

----- Original Message -----

From: kmckee <kmckee@grove.iup.edu>

To: <KUZNESKI@grove.iup.edu>

Sent: Monday, November 26, 2001 10:37 AM

Subject: NURS 143

> Jodi,

> This is Kevin McKee down in Health and Physical Education. As our department's Health and Wellness Coordinator, Jim forwarded to me the materials

> you sent over regarding the proposed NURS 143. Over the Thanksgiving break I

> met with Elizabeth Palmer, and we discussed a few things. As of now, I feel

> the course looks fine, and see no reason to object to its offering. My only

> real question is how the physical activity component will be taught. I would

> like it to be known we would be willing to split the course with your dept.,

> covering fitness and other decided upon content areas, if your faculty were

> interested in such an option. I'm sure you're aware we have a similar

> arrangement with Nutrition. We have a good deal of facility space and

> equipment to cover the fitness component, which your faculty may wish to

> take into consideration. I obviously don't know the extent to which this has

> been discussed among your faculty, but if you could get back to me on this

> issue at your convenience, that would be greatly appreciated. Also, please let me

> know if you would still be in need of a formal letter of support. Sincerely,

Kevin.

**Subject: NURS 143**

**Date: Thu, 29 Nov 2001 07:53:11 -0500**

**From: Kevin McKee <kmckee@grove.iup.edu>**

**To: lpalmer@grove.iup.edu**

Lisa,

Hope things are well. I sent Jody an email stating that basically we feel the proposal is OK, but still uncertain as to how the fitness will be addressed. We can see the content to be covered, but as part of the liberal studies requirement, there are to be "learning experiences" included in the course. I see you have reference to fitness in the PWP, but in addition to that, would you be able to clarify, maybe by asking the faculty who would be teaching, what learning experiences would be incorporated? Finally, I'd like to recommend a few faculty from both our departments get together and explain exactly how the team teaching concept would work, so that it's clearly understood, and your faculty could take the concept into further consideration. Let me know your thoughts, then we can take the next appropriate steps. Sincerely, Kevin.

Re: re. health and wellness

**Subject: Re: re. health and wellness**

**Date: Wed, 12 Dec 2001 19:35:27 -0500**

**From: Kevin McKee <kmckee@grove.iup.edu>**

**To: Lisa Palmer <lpalmer@grove.iup.edu>**

Lisa,

Some of our faculty who really wanted to attend the meeting tomorrow (Thursday) now cannot make it. With my apologies, we'll need to reschedule it, hopefully soon. I'll be checking their availability and will get back to you. I'm sending the same message to Jody. Sincerely, Kevin.

----- Original Message -----

From: "Lisa Palmer" <lpalmer@grove.iup.edu>

To: <kmckee@grove.iup.edu>

Cc: "Elizabeth Palmer" <lpalmer@grove.iup.edu>

Sent: Wednesday, December 05, 2001 9:30 AM

Subject: re. health and wellness

> Kevin

>

> I am trying to finish off this course to send to senate. Any chance we

> could get the letter of support from your department this week? I

> apologize for the "nagging?" on this but if I don't do things in a

> package deal, I'll forget something for sure. Thanks a lot for your

> help on this.

>

> If you have any questions, let me know. I am in most of today, or at

> least in the dept. somewhere, and will be around the rest of the week as

> well. End of semester, you know how it goes....my office phone is

> 73261.

> Thanks

>

> Lisa

>

>



# Memo

Date: December 20, 2001

To: Jodel L. Kuczeski, Chairperson  
Department of Nursing and Allied Health Professions

From: James G. Ash, Chairperson  
Department of Health and Physical Education

Subject: Proposal for Health and Wellness Course

The faculty in the Department of Health and Physical Education, and specifically members of the Health and Wellness Teaching Circle, have at your request reviewed the course Nursing 143, *Healthy People*. I hope you understand, especially after having been involved with university-wide curricular issues for many years, that the course has raised a number of concerns, which need to be addressed before the HPE department will support this initiative. I first must acknowledge that the department does not claim ownership of the Health and Wellness component of Liberal Studies. However, we do acknowledge that we have a vested interest in it and have devoted a great deal of faculty and monetary resources to it. That being said, I submit to you both the committees and my personal reaction to the proposed course that you have asked us to review.

We see nothing unique about the course that makes it any different from what is presently being taught in HPED 143. There does not seem to be a focus that highlights the Nursing Department's expertise in wellness that sets it apart from the HPED 143 course. The course syllabus contains information that is no different from that of HPED 143, with the exception that, in HPED 143, learning experiences are included that encourage health behavior change. The Nutrition and Wellness course, FDNT 143 is very similar to HPED 143. However, fifty percent of that course is devoted to Nutrition Education. To share some relevant Liberal Studies history with you, Food and Nutrition agreed to develop their Liberal Studies course at the HPE Department's request. That request was based on two reasons. The first reason was that initially the Liberal Studies Committee had a rule that stated no student could not take any LS course carrying the same prefix as their major department; thus, our students could not take HP 140 or 141 at that time. Obviously, that rule is no longer enforced. Secondly, accreditation standards dictated that the HPE major include a component of Nutrition in its program of study, which they now receive in FDNT 143.

In your letter to me, you stated that there is an unmet demand for seats among students who need Health and Wellness. If this is indeed true, would it not be much simpler to solve this problem by adding additional sections of the current HPED 143 course? This makes sense to us since the HPE

Department has the demonstrated expertise in the discipline of Health Education/Health Promotion, and has been teaching 90% of all Health and Wellness courses since the inception of the LS Program.

Another option, if the need exists for the Nursing faculty to become involved in Liberal Studies teaching, is to employ a model for shared teaching that currently exists in the college with the Departments of Health and Physical Education and Food and Nutrition. The HPE faculty believes this format has worked well with the Food and Nutrition Department and would be willing to follow the same format with the Nursing Department. Our faculty also feels confident that our two departments could meet and come to an agreement on how this arrangement should work. The Wellness Teaching Circle, which Dr. Kevin McKee chairs, has recommended that if the second option is viable, specific agreements must be finalized before the HPE Department will express support for the proposed course. The Teaching Circle obviously has concerns, as do I, about the proposed course which does not follow the team teaching format. They have asked me to express their willingness to meet with members of the Nursing faculty to resolve these issues prior to generating a letter of support. My suggestion to Kevin McKee has been that our LS faculty should be included in this meeting as well. It has been difficult getting people together during finals week. However, I am sure that those involved will be willing to meet anytime in January. Please let me know when it is convenient for you, and I will contact the appropriate faculty members in HPE.

Saved on Student Zip Disk: Letters nursing :43

**DEPARTMENT OF NURSING AND ALLIED HEALTH PROFESSIONS  
INDIANA UNIVERSITY OF PENNSYLVANIA**

Date: January 14, 2002

To: James G. Mill, Chairperson  
Department of Health and Physical Education

From: Jodell L. Kuzneski, Chairperson  
Department of Nursing and Allied Health Professions

Subject: Proposal for Health and Wellness Course

Thank you for your review of the course proposal, NURS 143 Healthy People. I regret that you were unable to support the initiative at this time.

The proposal has been reviewed and approved by the college Curriculum Committee and the Dean and has now been forwarded to the UWUCC. Copies of your December 20, 2001 memo and some email correspondence we had with Kevin McKee are attached to the proposal. A copy of this memo in which I respond to the points in your statement will also go forward.

Uniqueness of Course

The faculty in the Department of Nursing and Allied Health Professions invested considerable effort in designing a course that meets the criteria for a Liberal Studies Health and Wellness course. Naturally, since any course in this category must meet the same criteria for approval there are significant similarities among the proposed NURS course with HPED and FDNT 143. The uniqueness of the proposed course is based on the use of Healthy People 2010 as the organizer, the use of personal wellness plans, and that faculty—as Registered Nurses—will bring our discipline oriented health promotion expertise to the classroom. We are particularly excited about the opportunity to work with students in developing and implementing the personal wellness plans rather than using a one-size-fits-all approach.

Team Teaching

I, and others in the department, accept your offer to meet with faculty in the Department of Health and Physical Education and discuss ways in which we may work together with NURS 143 Healthy People and perhaps other courses as well. You may contact me at any time to make such arrangements. At this time, however, the proposal is being advanced as submitted and is intended to be taught solely by faculty in the Department of Nursing and Allied Health Professions.

Resources

The Department of Nursing and Allied Health Professions has sufficient faculty resources to teach and coordinate our current programs and offer a few service courses each semester. No new faculty resources are necessary for us to offer this course. I disagree with your conclusion that it would be simpler to answer the demand for more health and wellness seats by adding resources to your department.

I look forward to continued dialogue with you about this course proposal and request that you reconsider your decision to withhold any letter of support.

cc: Carleen C. Zoni, Dean College of Health and Human Services  
Gail S. Sechrist, Co-chair UWUCC  
Elizabeth A. Palmer, Chair Department Curriculum Committee

**Subject: New Health and Wellness Course**

**Date: Tue, 18 Dec 2001 13:03:41 -0500**

**From: "Catherine M. Dugan" <cmdugan@iup.edu>**

**To: Jodell Kuzneski <kuzneski@iup.edu>, "Palmer, Elizabeth A" <lpalmer@iup.edu>**

Dr. Elizabeth Palmer  
Nursing Department  
IUP

Liza,

This email is in support of your plans to request that "Healthy People" become a permanent course and one that, as well, meets the Liberal Studies requirement for LS Health and Wellness requirement. I write as director of the IUP Summer Orientation Placement Testing, Advising, and Registration program. Each summer we orient approximately 2500 entering freshmen. Our goal is that all freshmen take four "Freshman Year Courses" (two each semester of their first year) by the end of the first year. These are: College Writing; History: The Modern Era; a Fine Arts LS course; and a Health and Wellness component course. I believe that it is more than fair to state that we are constantly lacking adequate seats in the Health and Wellness courses to guarantee achieving this goal.

For several years, one of the departments offering a Health and Wellness alternative course, Military Science I and II, was able to put on extra seats in their courses to help us meet the need. However, that has not been possible for the past two years as they themselves have had cutbacks in their faculty. As well, their real focus is on the student who has an interest in military service. It is possible that the "Healthy People" course could help with this cutback in seats.

I am supportive of the "Healthy People" course as it is:

- focused on the general student
- contains content that will benefit any student
- should help alleviate some of the stress on the system caused by not enough seat availability in "Health and Wellness," "Nutrition and Wellness," and "Military Science I and II."

Please let me know if you require further information or details for this letter of support.

Sincerely,

Cathy Dugan

Catherine Dugan, Ed.D.  
Director, Advising and Testing Center/  
Coordinator, Disability Support Services  
Indiana University of Pennsylvania  
201 Pratt Drive, Room 106  
Indiana, PA 15705  
724-357-4067 (V/TD)  
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email: cmdugan@iup.edu  
<http://www.iup.edu/advtest>