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Appr 10/14/03
Senate Appr 11/4/03

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

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
Department Curriculum Committee Department Chair

Mary E. Seemiller 12/18/01 Pardeep P. Zoni 8 Jan 02
College Curriculum Committee College Dean

+Director of Liberal Studies (where applicable)

*Provost (where applicable)

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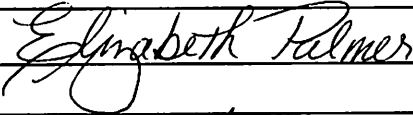

Gail Schmitt 10/14/03
UWUCC Co-Chair

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		02-109		

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Elizabeth Palmer	Email Address lpalmer
Proposing Department/Unit Department of Nursing and Allied Health Professions	Phone 72557

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

1. Course Proposals (check all that apply) <input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input type="checkbox"/> Course Revision <input type="checkbox"/> Course Number and/or Title Change <input type="checkbox"/> Catalog Description Change		
<hr style="border-top: 1px dashed black;"/> NURS 143 Healthy People		
<i>Current Course prefix, number and full title</i> <i>Proposed course prefix, number and full title, if changing</i>		
2. Additional Course Designations: check if appropriate <input checked="" type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African) <input type="checkbox"/> This course is also proposed as an Honors College Course.		
3. Program Proposals <input type="checkbox"/> New Degree Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Program Revision <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track <input type="checkbox"/> Other		
<i>Current program name</i> <i>Proposed program name, if changing</i>		
4. Approvals		
Department Curriculum Committee Chair(s)	 Elizabeth Palmer	Date 2-19-03
Department Chair(s)	 Michele Benwick	2-19-03
College Curriculum Committee Chair		
College Dean		
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs		

* where applicable

I. Course Description

NURS 143 Healthy People

3 class hours
0 lab hours
3 credit hours
(3c-0l-3cr)

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.

II. Course Objectives

Students will be able to

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

- A. Introduction to the course 3 hours
1. Define and examine the concept of health promotion
 2. Examine the focus of healthcare prevention strategies in the U.S.
 - a. Introduction to the Healthy People documentation
 - b. Examine the healthcare goals as defined by the U.S. Department of Health and Human Services
 - c. Identify which of these goals will be addressed in this class
 3. Assessment of individual lifestyle activities and their relationship to health
- B. Leading Health Indicators
1. Review of the leading cause of death as a nation
 2. A review of causes of morbidity and mortality by age groups
 3. Diseases linked to the national healthcare agenda
- C. Dimensions of personal wellness
1. Holistic approaches to health
 2. Importance of personal wellness
 3. The personal wellness profile
 4. Performing a personal health assessment
 5. Advocating for your health

- a. Discussion of access to the health care system in order to act as an advocate for individual health

D. Barriers to wellness

- 1. Motivation theory
- 2. Illness as a motivation to behavioral change
- 3. Cost
- 4. Lack of knowledge
- 5. Lack of access
- 6. Barriers within the healthcare system

E. Determinants of health 3 hours

- 1. Biological factors that impact the health of individuals
 - b. Genetics
 - c. The impact of health care research on identifying the biological factors that impact the health of individuals
 - d. How your healthcare provider assess for biological factors that may affect your health
- 2. Environmental influences on health
 - a. Common environmental hazards to health
 - b. Diseases or health care conditions affected by environmental triggers of hazards
 - i. Asthma
 - ii. Respiratory illnesses
 - iii. Cancer
 - iv. Cardiac risk factors/Cardiovascular disease
 - c. Discussion of the impact of health care research on identifying the biological factors that impact the health of individuals
- 3. Behaviors that affect health
 - a. Modifiable behaviors that reduce the risks to disease and illness
 - b. Understanding the differences between modifiable and non-modifiable risk factors
- 4. The interrelationship of behavioral, environmental, and biological determinants of health

F. Accessing the health care system to reduce the burden of illness, enhance quality of life, and increase longevity.

- 1. Visit the website: www.health.gov/healthypeople to review the national health goals for the next decade.

G. Physical Activity as a Health Indicator 3 hours

- 1. Cardiovascular Health
 - a. Leading causes of morbidity and mortality associated with cardiovascular health
 - i. Atherosclerosis

- ii. Coronary artery disease
 - iii. Myocardial infarction
 - iv. Stroke
 - v. Peripheral vascular disease
 - vi. Hypertension
 - vii. Diabetes
 - b. Risk factors to cardiovascular health associated with a lack of physical activity
 - c. Health disparities related to cardiovascular health across age, gender, and ethnic groups
- 2. Benefits of physical activity and exercise
 - a. Effects of exercise on blood pressure, blood glucose levels, body composition, osteoporosis, and mental health
- 3. Components of fitness
 - a. Cardiorespiratory fitness
 - b. Muscular strength
 - c. Muscular endurance
 - d. Flexibility
 - e. Body composition
 - f. Mental Health
 - g. Bone health
- 4. Components of an individualized physical fitness program
 - a. Starting and maintaining a fitness program
 - b. Avoiding common athletic injuries
 - c. Avoiding potentially harmful training techniques
 - i. Understanding concepts of a healthy fitness program
 - ii. Steroid use
 - iii. Additional body building supplements and fads
- 5. Complete a wellness plan that
 - a. addresses individual's specific health care needs
 - b. does not pose a risk to individuals health or illness states
 - c. fosters the development of healthy lifestyle choices
- 6. Accessing the services of health care professionals who may assist in the individual's wellness planning and/or implementation
 - a. Advocating for ones' own health care needs
 - b. Identifying healthcare services on campus and in the surrounding community
 - c. Common healthcare screenings for cardiovascular health
 - i. Blood pressure screening
 - ii. Serum chemistry screenings
 - iii. Measures of body weight and composition (body fat analysis)
- 7. Exam 1 1 hour
- H. Obesity as a Leading Health Indicator 2 hours
 - 1. Defining the concepts of overweight and obesity

2. National healthcare goals related to obesity
 - a. morbidity and mortality associated with obesity
 - b. discussion of the most serious at risk age groups for morbidity and mortality associated with obesity
 - c. obesity as a risk factor for illness
 - i. cardiovascular disease
 - ii. diabetes
 - iii. joint disorders
 - d. factors that contribute to weight problems
 - i. eating styles
 - ii. sedentary lifestyle
 - iii. genetic factors

I. A healthy Nutritional Lifestyle

1. Components of healthy diet
 - a. Examination of individual dietary histories and food journals
2. Planning a healthy diet
 - a. Accessing nutritional support as part of a wellness plan
 - b. Shopping for healthy food choices
 - c. Avoiding the common pitfalls to healthy eating
3. Motivation and adherence factors to a healthy diet
 - a. Illness or health risk as a motivator to healthy eating
 - b. Eating well on campus and away from home.
4. Nutritional issues for health promotion 3 hours
 - a. Calcium intake across the lifespan
 - i. Recent medical developments related to calcium supplements
 - ii. At-risk age groups for calcium losses
 1. Adolescent females
 2. Menopausal women
 3. The elderly population
 - iii. Morbidity associated with calcium deficiencies
 1. Osteoporosis
 2. Dental health
 - b. Eating disorders
 - i. Anorexia
 - ii. Bulimia
 - iii. Counseling services for eating disorders
 - iv. At-risk groups for eating disorders
 - v. The media and its contribution to eating disorders
 - c. Nutrition and disease: Assessing your risk factors
 - i. Diabetes
 - ii. Cardiovascular health
 - iii. Cancer risk
 - iv. Osteoporosis
 - v. Respiratory Health
 - vi. Anemias

5. Essential ingredients to successful nutritional planning and assessment
 - a. Completing a nutritional health history
 - b. Learning how to access dietary counseling resources on campus and in the surrounding community
 - c. Nutritional supplements: Fact or fiction
 - i. Understanding and reading food labels
 - ii. Discussing the impact of fad foods and diets on nutrition
 - iii. Talking to your health care provider about nutritional claims and needs
 - iv. Medications that affect nutritional health
 - d. Critiquing the literature
 - i. Are nutritional claims too good to be true
 - ii. Accessing reliable healthcare information related to nutritional health

6. Exam #2 1 hour

- J. Tobacco use as a Leading Health Indicator 2 hours
 1. National healthcare goals related to smoking and tobacco use
 - a. Smoking rates in the U.S.
 - b. Local tobacco use rates compared to national trends
 2. Health Promotion and Disease Incidence associated with tobacco use
 - a. Chronic lung disorders affected by tobacco use
 - b. Smoking as a risk factor for cardiovascular health
 - c. Tobacco use and its effect on oral health
 - d. Cancer
 - e. Screening individuals for tobacco use
 - f. Differentiating between the effects of cigarettes, cigars, and chewing tobacco
 3. Smoking Cessation
 - a. Smoking cessation programs on-campus and in the surrounding community
 - b. Talking to your doctor about smoking and its effect on health
 - c. Medical interventions to assist with smoking cessation
 - d. Discussion of healthcare research on smoking
 - i. cessation and adherence factors
 - ii. smoking cessation programs
 - iii. illness as a motivator to behavior change
 4. Effects of second-hand smoke
 - a. Effects of smoking on the childbearing family
 - b. Effects of second-hand smoke on fetal growth and development
 - c. Second-hand smoke and respiratory disorders in children
 - i. Asthma
 5. Costs to society
 - a. Discussion of the tobacco lawsuit money and its use locally and nationally

- b. Impact of smoking on the healthcare delivery system
- c. Discussion of the impact of healthcare research on smoking awareness
- d. Analyzing smoking advertisements and disclosures about the effects of tobacco use

K. Substance Abuse as a Leading Health Indicator 3 hours

1. National goals for substance abuse
2. Health promotion and disease prevention concerns related to substance abuse
 - a. Cirrhosis and the effects of alcohol and drug use on the liver
 - b. Cardiovascular health
 - c. Effects of drug and alcohol use on nutritional status
3. Addictive behavior
4. Major psychoactive drugs
 - a. Opium
 - b. Morphine
 - c. Heroin
 - d. Methadone
 - e. Codeine
 - f. Fentanyl
 - g. Central nervous system depressants
 - h. Central nervous system stimulants
 - i. Marijuana
 - j. Hallucinogens
 - k. Inhalants
 - l. Current fad drugs
5. The effects of drug abuse on mental health

L. Alcohol abuse

1. Health effects of alcohol use (short and long-term)
2. Assessing blood alcohol content
3. Driving under the influence
4. Chronic alcohol use
5. Binge drinking

M. Effects of alcohol and substance abuse

1. On the childbearing family
2. Additional Drug concerns that affect young adults and childbearing families
 - a. Ritalin
 - b. Ephedrine
3. Prevention and Intervention Strategies related to substance abuse
 - a. Drug awareness activities and prevention strategies
 - b. Cost to society
 - c. Alcohol and Drug surveys to screen for at-risk populations
 - d. Talking to pharmacists and counselors about medications and drug abuse
 - e. Crisis intervention for substance abuse

- f. Legal issues
 - i. Effects of substance abuse and/or alcohol and drug-related charges on future employment and career choices
 - ii. Who is responsible for underage drinking?
 - iii. Safety issues on-campus and in the surrounding community
 - iv. Responsible behavior
4. Exam #3 1 hour
- N. Responsible Sexual Behavior as a Leading Health Indicator 5 hours
1. Sex and the body
 - a. Sexuality/sexual orientation
 - b. Sexual dysfunction
 - c. Aging and sexuality
 2. Trends, incidence, diagnosis, and treatment of sexually transmitted diseases
 - a. HIV / AIDS
 - b. Chlamydia
 - c. Pelvic Inflammatory Disease
 - d. Genital Herpes
 - e. Human Papilloma Virus
 - f. Genital Warts
 - g. Sexually transmitted diseases and its risk/relationship to reproductive system cancers
 3. At-risk age groups for various sexually transmitted diseases
 - a. Gender differences
 - b. Effects on the child-bearing family
 4. Responsible Sexual behavior
 - a. Making decisions related to sexual health
 - b. Pregnancy
 - c. Contraception choices and side effects
 - d. Effects of the media on sexual behavior
 - e. Abstinence
 5. Current major health concerns
 - a. HIV/AIDS
 - i. Current trends and incidence
 - ii. Current treatment plans and programs
 - iii. Healthcare research related to HIV/AIDS
 - iv. Costs to society
 - v. Legal and ethical issues related to HIV/AIDS
 - b. Historical issues and stigmas associated with sexually transmitted disease
 - i. The misinformed public
 - ii. Issues surrounding sex education in schools
 - iii. Past and current healthcare research and its effect on health care services and treatment for sexually transmitted disease
 6. Access to healthcare services related to sexual health
 - a. Reproductive healthcare services on campus and in the surrounding community

- b. Reporting issues related to sexually transmitted disease
- c. Talking to your healthcare provider about sexual health
- d. Prevention strategies related to sexually transmitted disease
- e. Cancer screenings related to reproductive health for various age groups

- O. Mental Health as a Leading Health Indicator 6 hours
1. National goals related to mental health
 2. Psychological Health
 - a. Self-esteem and self-concept
 - b. Common psychological disorders
 - i. Anxiety disorders
 - ii. Mood disorders
 - iii. Depression
 1. At-risk age groups
 2. Elderly: depression and withdrawal as a response to health changes
 - c. Risk factors for suicide
 - i. At-risk age groups
 - ii. Warning signs of suicide
 - iii. Suicide and peer survivor issues surrounding suicide
 3. Stress
 - a. Stress and disease
 - b. Stress management
 - c. Creating a personal plan for managing stress
 4. Intervention strategies for mental health
 - a. Accessing health care services for mental health
 - b. Crisis intervention for mental health
 - c. Dealing with loneliness while away at college
 - d. Counseling services on campus and in the local community
 - e. Talking to your healthcare provider about psychological health
 - f. Pharmacotherapy
 - i. Antidepressant medication
 - ii. Abuse of prescription medications and other chemical substances that affect mental health
 1. diet medications
 2. caffeine
 - g. Nutrition and mental health
 5. Communication
 - a. Successful relationships
 - b. Conflict resolution
 - c. Singles/marriage/cohabitation
 - d. Types of family life
 - i. Qualities of strong families
 - ii. Support groups for various dysfunctional family units
 6. Exam #4 1 hour

- P. Injury and Violence as a leading health indicator 2 hours
1. Leading causes of death associated with injury and violence across various age groups
 2. Personal safety
 - a. On-campus safety issues
 - b. Community and workplace safety issues
 3. Unintentional injuries
 - a. Factors that contribute to unintentional injuries
 - b. Motor vehicle accidents
 - c. Home injuries
 - d. Work-related injuries
 4. Acts of Violence
 - a. Factors that contribute to violence and intentional injuries
 - b. School violence
 - c. Hate crimes
 - d. Family violence
 - e. Stalking/cyberstalking
 - f. Rape/Date rape/Sexual harassment
 - i. Drugs associated with date rape: (Flunitrazepam (rohypnol), gamma hydroxy butyrate - GHB, gamma butyrolactone - GBL, 1-4 butanediol – BD)
 - ii. Survivor issues and available services
 - iii. Reporting sexual harassment
 5. Strategies for helping others in an emergency situation
 - a. Calling for help
 - b. What to do until help arrives
 - c. Safety and liability issues with emergency assistance
- Q. Environmental Quality as a leading health indicator 3 hours
1. National goals for environmental quality and related health issues
 2. Environmental health concerns related to disease
 - a. Cardiovascular health
 - b. Asthma, allergies, and respiratory complications
 - c. Carcinogens in the environment
 - d. Chemical and Biological warfare
 - i. The healthcare delivery system's response to potential chemical and biological warfare
 - ii. Medical treatment for biological/chemical warfare
 - iii. Healthcare research and biological or chemical warfare
 3. Population growth
 4. Types of pollution
 5. Prevention strategies related to environmental issues, allergens, and carcinogens
 - a. Allergy testing and intervention
 - b. Communicating with key personnel within the local community regarding environmental factors

- R. Immunizations as a leading health indicator 2 hours
1. National attention and goals related to immunizations
 - a. Emerging national concerns
 - b. Bioterrorism and immunizations
 - c. Responsible parental behavior related to immunization recommendations for infants and children
 2. Infections requiring immunization
 - a. Completing a personal immunization history
 - b. The importance of immunizations for women of childbearing age
 3. Body's defense system
 - a. Immunity/immunizations
 - b. A healthy immune system
 4. Pathogens and disease
 - a. Bacteriological
 - b. Viral
 - c. Fungi
 - d. Protozoa
 - e. Parasitic worms
 5. Emerging infectious diseases
 6. Healthcare requirements and various immunizations in the workplace
 - a. Accessing healthcare services for immunizations
 - b. Various careers requiring specific immunizations
7. Exam #5 1 hour
- S. Final Exam/Culminating Activity 2 hours

IV. Evaluation Methods

The grade for this course will be based on the following percentage breakdown:

- | | |
|-----|---|
| 20% | Multiple choice quizzes/exams
There will be a total of 5 exams during the semester.
Exams will be comprised of objective test items. |
| 20% | Completion of class assignments/worksheets/homework/reports <ul style="list-style-type: none"> • Written critiques of health information • Healthy Eating Project |
| 20% | Book review |
| 20% | Final project |
| 20% | Personal Wellness Plan |

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 learning lab in the Department of Nursing and Allied Health Professions (NAHP) will be utilized for some of the screenings associated with the wellness plans such as BP screenings and monitoring, weight checks, and other appropriate monitoring. 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 overeating
- 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 (such as diabetes education programs)

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.
- Guley, 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 concepts covered in this class (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, carbohydrates, and protein intake as well as various vitamins and minerals. Students will also be given specific directions on how to make healthy food selections at campus dining facilities, restaurants, and grocery stores to improve on areas identified in their eating plan as weak or in need of revision to improve their wellness practices.

Class Assignments/Worksheets

The instructor will be providing worksheets and class assignments designed to enhance the classroom instruction provided in this course. Assignments will be periodically collected and graded. Examples of outside of class activities include journal writing, evaluation of personal values regarding topics such as drug use and abuse, reflections about their own health and wellness strengths and areas of concern, compiling immunization histories, and other guided learning activities.

Final Project

Within the framework for examining areas of health concerns in this course, 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 or findings. The posters will be displayed during the culminating activity period.

V. Example Grading Scale

Following is a sample grading scale:

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

VI. Undergraduate Course Attendance Policy

The faculty teaching this course recognize that student learning is enhanced by class attendance and participation in discussions and therefore encourage regular class attendance. The attendance policy of this class recognizes students' need to miss class because of illness or personal emergency.

VII. Required Textbook

Edlin, G., Golanty, E., & McCormack Brown, K. (2002). *Health and wellness (7th ed.)*. Boston: Jones & Bartlett.

VIII. Special Resource Requirements

None.

IX. Bibliography

- 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. *Targeting tobacco use: The nation's leading cause of death*. (1999). Atlanta, GA: U.S. Department of Health and Human Services, CDC.
- 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*, 47, (19). Hyattsville, MD: National Center for Health Statistics.
- Kandel, D. B. (2003). Does marijuana use cause the use of other drugs? *JAMA: Journal of the American Medical Association*, 289 (4), 481-483.
- Maynard R. A. *Kids having kids; economic costs and social consequences of teen pregnancy*. Washington, DC: Urban Institute Press.
- Metrik, J., Frissell, K. C., McCarthy D. M., D'Amico E. J., & Brown S. A. (2003). Strategies for reduction and cessation of alcohol use: Adolescent preferences. *Alcoholism, clinical and experimental research*, 27 (1), 74-80.
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Historical References

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- 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. (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. (1998). *Youth risk behavior surveillance*. MMWR 47, (SS-3).

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- Institute of Medicine. (1997). *Improving health in the community*. Washington, DC: National Academy Press. 48-56.
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- 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.
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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:

- | | |
|---|---|
| <input type="checkbox"/> Humanities: History | <input type="checkbox"/> Fine Arts |
| <input type="checkbox"/> Humanities: Philos/Rel Studies | <input type="checkbox"/> Social Sciences |
| <input type="checkbox"/> Humanities: Literature | <input type="checkbox"/> Non-Western Cultures |
| <input type="checkbox"/> Natural Sci: Laboratory | <input checked="" type="checkbox"/> Health & Wellness |
| <input type="checkbox"/> Natural Sci: Non-laboratory | <input type="checkbox"/> 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"/> | A. Intellectual Skills and Modes of Thinking: |
| <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input 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 type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> | 3. Understanding numerical data. |
| <input checked="" type="checkbox"/> <input checked="" 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 checked="" 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. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person |
| <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | C. Understanding the Physical Nature of Human Beings |
| <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | D. Collateral Skills: |
| <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

Knowledge Area Criteria which the course must meet:

- X 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.
- X Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- X Allow students to use and enhance the methods of inquiry and vocabulary commonly used in the discipline.
- X 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:

- X 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.
- X Employ laboratory experiences and physical activities that correlate to the recognized content areas of the course.
- X Utilize a scientific base, and promote knowledge and skills that have strong empirical validity.
- X Provide the students with an opportunity to assess their personal well-being and forecast the possible outcomes of altered patterns of behavior.
- X Focus on a variety of behavioral skills to assist students in selecting lifestyles for quality living.
- X Identify hereditary, personal and environmental factors that affect health.
- X Assist the students in recognizing contemporary health issues and evaluating the credibility of health information.
- X Encourage the students to assume responsibility for their personal health as well as the wellness of family and community.
- X Address health and wellness in a gender-balanced fashion.

Course Analysis Questionnaire

Section A: Details of the Course

- A1 How does this course fit into the programs of the department? For what students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.

This course is designed to fill a need for additional courses and options in the Health & Wellness category in the Liberal Studies program. It is designed for students in 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 Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

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

- A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).

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

- A4 Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.

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

- A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

This course is not intended for variable credit.

- A6 Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).

Similar courses are offered at IUP by the Health & Physical Education and Food & Nutrition Departments (HPED 143, FDNT 143). These courses are approved for the Health & Wellness category of the Liberal Studies program. Other State System of Higher Education Schools also offer Health and Wellness Courses.

- A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

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 Will this course be taught by instructors from more than one department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.

This course will be taught by faculty from the Department of Nursing and Allied Health Professions.

- B2 What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).

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, FDNT 143, and NURS 143. The Healthy People 2010 document (Dept of Health) was used to frame the course so that its 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. A copy of the request for both letters, and the departmental response is attached. The Department of Nursing and Allied Health has met on several different occasions with the HPED to review this proposal, make revisions, and try to resolve the differences of opinion on this course offering. Upon the advice and request of UWUCC, this proposal has been revised with additional meetings between the two departments. Attached please find copies of the letters and discussions on this issue as well as previous memos sent to UWUCC when this course was initially proposed in the Spring of 2002. Additionally, a letter from Dr. Catherine Dugan, Director, Advising and Testing Center/Coordinator, Disability Support Services, is included.

- B3 Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.

This course will not be cross-listed with other departments.

Section C: Implementation

- C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.

Current faculty resources are adequate to teach approximately 2 sections/semester. The recent revisions in the program of nursing included workload for service courses by the department. 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 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:

- *Space
- *Equipment
- *Laboratory Supplies and other Consumable Goods
- *Library Materials
- *Travel Funds

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, CO monitor, etc.

- C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)

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

- C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

It is anticipated that the course can be offered both semesters with the possibility of summers if enrollment needs warrant a summer course offering.

- C5 How many sections of this course do you anticipate offering in any single semester?

It is anticipated that 2 sections could be offered in a single semester.

- C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?

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

- C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

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

- C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.

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

Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.

Memo

To: UWUCC
From: Elizabeth Palmer
Department of Nursing and Allied Health Professions
Date: 4/17/02
Re: NURS 143 Healthy People

Response to UWUCC concerns regarding NURS 143 Healthy People

Thank you for the opportunity to appear before the committee to present and discuss the proposal for NURS 143 Healthy People. I am taking this opportunity to respond to discussion at the meeting and to requests for further clarification regarding two major points to this course proposal.

The first concern raised by UWUCC was whether or not there are cases of nursing faculty teaching courses outside of professional nursing courses. The following list summarizes cases of universities with non-major courses being taught by the Nursing Department (and open to any student).

1. **Bloomsburg University:** Personal Health 82100
Alcohol Use and Abuse 82217
2. **Edinboro University:** Contemporary Women's Health NUHL 100
3. **University of Scranton:** NURS 100 Family Health
4. **Mansfield University:** Health Promotion and Disease Prevention in the Community (available online as well)
5. **California University:** NUR 101 Women's Health Issues
6. **Messiah College:** The nursing faculty teach a variety of IDS 101 courses (Interdisciplinary Studies). Every student takes one as a general ed requirement in his or her first year. Nursing Faculty teach a variety of IDS 101 topics including:
Mother-Daughter Relationships
Triumph Over Tragedy
Life of Hope: Henri Nouwen
He Made Them Male and Female

-In addition to these they teach:
BIO/FAM 251 Nutrition/Health/Biology of Aging

IDS 300: Ethics of Caring

7. Penn State University: Death and Dying

Women's Health Issues

Additionally, our department offers the following courses to major and non-major students:

1. LBST 499 Aging in America (also approved as an Honors College Section)
2. NURS/FDNT/HPED 481/581: Issues in Women's Health
3. NURS/FDNT/HPED 481/581: Issues in Aging
4. NURS 481/581: Spirituality in Health Care
5. NURS 281 Careers in Health and Human Services

The second issues discussed by the committee addressed the question of how nursing expertise will be brought to this class that may offer the students an alternative to the HPED and FDNT sections of Health and Wellness. The committee wanted to clearly understand the differences of this course as compared to the courses already on the books.

To address this I would first like to point out the required elements for all Health and Wellness courses. The main criteria that the course must meet include:

- 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. The 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 (personal wellness plan).
- 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.
- Examining contemporary health issues and evaluate the credibility of health information.
- Encourage students to assume responsibility for their personal health as well as the wellness of family and community.

These themes must appear in all courses, and may cause overlap to occur among all health and wellness courses. This is expected of courses that meet the criteria, and NURS 143 has received liberal studies approval.

In nursing, we believe the uniqueness of this course begins with the organizing framework. Because Health People 2010 was the document driving the development of this course, the Healthy People Focus Areas and Leading Health Indicators appear in the outline of the course. Not surprisingly, some of these are also

the same elements required by the liberal studies committee such as substance abuse, nutrition and obesity, mental health (stress), and physical activity (exercise). Additionally, the section discussing determinants of health (biological, environmental, and behaviors) is actually threaded throughout the discussion of the leading health indicators.

As health care professionals, we also approach health with a focus not only on the individual but also on the community. We are advocates for and health educators for patients, families, and communities. This community focus is also part of the Healthy People 2010 document and states that the health of the individual is almost inseparable from the health of the larger community. Their vision is "Healthy People in Healthy Communities." IUP's Department of Nursing and Allied Health Professions revised nursing curriculum has a heavy focus on community health and health promotion of individuals, families, and communities, and we bring this philosophy to the students enrolled in NURS 143.

I would also like to address specific content matter that reflects this philosophy. First of all, in the discussion of the Healthy People 2010 document, students are introduced to the Healthy People Goals of "increasing quality and years of healthy life" and "eliminating health disparities." As nurses, we bring to the classroom our collective experiences in healthcare to present to the student individual and community examples of health disparities, health risks, and areas of health promotion.

One example of this in NURS 143 is the discussion on tobacco use. One of the faculty members teaching this course has extensive experience working with pregnant teens and the effects of smoking and smoking cessation on the developing fetus. Incorporated in this discussion is the effect of second hand smoke. Additionally, at the other end of the age spectrum, discussion incorporates quality of life for end stage COPD (Chronic Obstructive Pulmonary Disease) patients. Utilizing some specific examples from healthcare vividly highlights the impact of smoking on health.

As the course progresses through the material on substance abuse, again the discussion includes effects of alcohol and drug use on developing infants. There is further discussion regarding concerns for teen-agers and young adults entering their reproductive years, and the importance of eliminating risk factors to the infant's health as well as the developing teenager. Terms such as teratogen are introduced in the discussion of substances that affect the health of the developing infant.

A third example falls under the discussion of sexuality. The short-term and long-term effects of sexually transmitted diseases are discussed. Often young adults cannot appreciate the effects of STDs on their reproductive abilities and potential intra-partum effects of STDs such as transmitting the disease to the infant or the need for a cesarean section for women with active herpes. Furthermore, the effects on the community of sexually transmitted diseases and the need for the CDC (Center for Disease Control) to monitor morbidity and mortality of certain STDs is discussed.

Discussions incorporate issues surrounding access to health care and the costs of health care in the community as well. As nurses, we believe our collective experiences bring a different flavor to the students enrolled in this course. As active health educators and health care providers, we are able to present to the student a rich variety of real-life experiences to the discussion of leading health indicators. By focusing the course around the national agenda for health and health promotion, we believe we are providing students with the most current health care concerns. The course provides students with discussion on the goals for behavioral and environmental change as well as a method to minimize the biological determinants of health of individuals and communities.

Finally, we would like to state that NURS 143 is designed to appeal to a wide variety of students from a wide variety of majors. It is not designed as a nursing course and therefore, while we will bring our individual expertise to the classroom discussions, we do not want this to appear as a nursing majors' course. We also know that any course that has liberal studies approval may not be a pre-professional or professional course. This is a 100-level health promotion course and therefore was designed to meet the Health and Wellness requirement using a multidisciplinary approach and not specialize in any single area of health and wellness.

Elizabeth Palmer

From: "Jodell Kuzneski" <kuzneski@iup.edu>
To: <lpalmer@grove.iup.edu>
Sent: Thursday, March 28, 2002 7:12 AM
Subject: Fw: NURS 431 Healthy People

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

From: Carleen Zoni
To: Gail Sechrist
Cc: Jody Kuzneski ; Jim Mill ; Elaine Blair ; cczoni@iup.edu ; Mark J. Staszkiwicz
Sent: Wednesday, March 27, 2002 5:43 PM
Subject: NURS 431 Healthy People

Gail, I write this memo to provide clarification on the resource issue in the College of Health and Human Services relative to HPED 143 Health and Wellness and NURS 143 Healthy People.

1. The Department of Nursing and Allied Health Professions has the resources (faculty compliment) to teach two sections of NURS 143 each semester without jeopardizing the nursing curriculum. I can assure you and the committee that I would not have signed my name to the course proposal if resurces were not already available in that department. Moreover, if the UWUCC and Senate both approve the course it will become a permanent offering of that department even as enrollment continues to increase, as it has over the past two years. For many years, faculty of higher education nursing programs all over the country have offered courses outside the discipline of nursing at the baccalaureate, master's and doctoral levels. This is neither a new trend nor is it a recent trend.

2. The Department of Health and Physical Education is not in jeopardy of losing faculty compliment if the UWUCC and the Senate approve NURS 143. Some non-tenured faculty members in the Department of Health and Physical Education said they were told they could lose their jobs if the nursing faculty were to teach Healthy People. I assured those faculty members that was simply not the case. Whether or not the Department of Nursing and Allied Health Professions offers another course in the LS category, it will have no affect on the current FTE faculty compliment assigned to the Department of Health and Physical Education.

I would like to have been at the UWUCC committee meeting to offer this clarification or to answer any other question the committee might have had. Please accept the above as part of your deliberation. I know we will all work within the guidelines you set for the good of the university and that we will continue our commitment to high quality education no matter what your final decision will be. Thank you for all your hard work.

Elizabeth Palmer

From: "Elizabeth Palmer" <lpalmer@iup.edu>
To: "Gail Sechrist" <gailsech@grove.iup.edu>
Cc: "Jodell Kuzneski" <kuzneski@grove.iup.edu>; "Elizabeth Palmer" <lpalmer@iup.edu>
Sent: Wednesday, April 17, 2002 10:54 AM
Subject: Re: NURS 143 Healthy People

Gail

Naturally I am disappointed. Thank you for your work on reviewing this proposal.

In reviewing your points I do have a few questions/comments:

1. The committee does realize that we did meet with HPED and tried to resolve the "issues". When pressed, Jim felt the one "issue" that was standing in the way of his support of the course was team teaching. Since this department is not ready or willing to make that commitment at this time, and since that "requirement" is not in the FDNT syllabus, and knowing that the Dean feels that stipulation would make scheduling and workload problematic, I do not see how that issue can be resolved. His stand is clear, no team teaching, no support. It was my belief that given that we were to forward the proposal without his support. Is this different from how the committee feels or believes?
2. Getting together could be an option, but not to team teach, since we cannot make that commitment at this time. I am not sure what the other differences should be. He has not raised the issue of teacher qualification as standing in the way of their approval until now. (the issue keeps changing, making it hard to keep up with him.) Does the committee feel the two departments need to discuss qualifications? That may prove to be quite an interesting discussion.
3. If nutrition teaches this course alone, why are they teaching the fitness part alone, and yet UWUCC feels we should not? It appears there are two standards being applied to this course. Many aspects of our nursing curriculum involve education on fitness and exercise and the effects on various disease processes. This is a 100-level health and wellness course with a fitness component, not a course in exercise physiology.
4. I am not sure how we feel on re-designing the course. We believe it is a very strong proposal as is but will discuss this when we meet to strategize. Again, we keep coming back to the liberal studies requirement that **this NOT** be a pre-professional or professional course and putting a big nursing twist on it jeopardizes that approval. We are not interested in making this a nursing course.
5. There is repeat of content, of course, due to the liberal studies requirements. I felt I had outlined that quite well in my memo. Why is this still an issue? Certain content must overlap. Apart from that, our approaches are different. Does the committee really need me to put these two courses side by side and point out all of the differences? They seem to only focus on similarities, not differences.
6. I did not realize Linda would be permitted to make a last pitch for this on behalf of her department. I had made myself available to the committee to do this prior to a vote if that was the way the committee was going to operate. I received no phone call or request or notice that we would be permitted to do so. I know she was not there the week before, but that is when the discussion occurred. I feel badly that we were not afforded the same opportunity. If her comments addressed my memo, should I not have been afforded an opportunity to respond?

Gail, again I am truly disappointed in this decision but certainly not defeated. I disagree of course with the finding that we are not qualified and anticipate that this is the focus that our response will take.

Where do we go from here? Does the response go to UWUCC or back to college?

Thank you very much for your assistance with this.

Lisa

Liberal Studies Office
110 Gordon Hall ext. 7-5715

Mary E. Sadler
email: msadler

Date: March 27, 2002
To: Dr. Lisa Palmer, Nursing & Allied Health Professions Department
From: Dr. Mary E. Sadler, Director Liberal Studies
Subject: NURS 143 Healthy People

I am pleased to report that at the March 14, 2002 meeting, the Liberal Studies Committee approved NURS 143 Healthy People for inclusion in the Health & Wellness category of courses, pending UWUCC approval as a new course.

Our approval indicates that the course meets the criteria for the Liberal Studies Health & Wellness category. Our approval is based on the merits of the course for a Health & Wellness option and does not address the resource controversy that exists between the NURS and HPE departments. It was agreed that the issues related to resources and course delivery models will be addressed at the UWUCC level and our approval has been forwarded to the UWUCC.

Thank you for your commitment to the Liberal Studies program.

CC: Mrs. Jodell Kuzneski, Chair
Dr. Carleen Zoni, Dean

Elizabeth Palmer

From: "Elizabeth Palmer" <lpalmer@iup.edu>
To: <eblair@iup.edu>
Cc: "Elizabeth Palmer" <lpalmer@iup.edu>; "Dr. M. Gerwick" <mgerwick@iup.edu>; "Jodell Kuzneski" <kuzneski@iup.edu>
Sent: Sunday, September 29, 2002 2:26 PM
Subject: health and wellness

Dr. Blair

This is a follow up to the spring 2002 review of Healthy People at the UWUCC meeting last April. Based on feedback from that committee, I am inviting any interested HPED faculty to meet with us to discuss a few unresolved or cloudy issues that were presented to the committee last spring. The committee strongly suggests the two departments meet to resolve concerns. Since we are still interested in pursuing the approval of this course as fulfillment of the Health and Wellness requirement, I am asking for you to perhaps share this email or invite interested faculty to get in touch with us to schedule a meeting. We are interested in meeting during October so that work can continue on this proposal. Once I have a list of interested faculty, I will circulate a few potential meeting times to try and accommodate the majority of the group. Thank you very much for your help.

Lisa Palmer
Dept. of Nursing and Allied Health Professions
229 Johnson Hall
724-357-3261

Date: November 1, 2002

To: University Wide Curriculum Committee

From: Susan S. Dahlheimer, chair
Department of Food & Nutrition

The Department of Food and Nutrition (FDNT) supports the approval of a course meeting the Health and Wellness criteria to be offered by the Nursing Department.

Although our department team teaches FDNT 143 with the Department of Health and Physical Education (HPED) when it is offered on campus, when we teach the course in Punxsutawney and on-line, only our own faculty are involved. It is our opinion that because the course material is presented at the most introductory level, it can be taught well by faculty who have graduate degrees in a variety of health care fields. Furthermore, if we assume that the instructor must have expertise in each of the course's content areas, it may be argued that every section should be team taught by multiple instructors – e.g if only HPED faculty are qualified to teach the fitness component, then only FDNT faculty are qualified to teach the nutrition component, and perhaps specific faculty with expertise in substance abuse, stress management, and sexuality should be identified as well.

Last spring, our faculty examined the course proposal and recommended some changes which the Nursing Department incorporated. We are satisfied that the course does meet wellness criteria as we understand them, that their faculty are qualified to teach the course, and that offering the number of sections they propose will not impact negatively on our department's enrollments.

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February 14, 2003

Hello Elaine,

I am writing this letter to ask for your department's support of our department's proposal for Healthy People NURS 143. Specifically, I am asking that you please supply a letter of support to our department or UWUCC for the NURS 143 proposal. We are in the process of resubmitting our proposal and we have followed all of the recommendations of the UWUCC in order to resubmit our proposal. We have met again with representatives of your department and at the request of your department Wellness circle, a team of our faculty have put considerable more work into this proposal to address the revisions evident in our current proposal.

HPED has asked that we expand the outline of the course proposal to more clearly articulate the differences in our course offering and your department's course HPED 143. We have also addressed what nursing can bring to this course. Specifically, as nurses our expertise in the area of disease prevention and risk reduction has been expanded, we can provide students with knowledge and skills in navigating the healthcare system and accessing care in various areas, assist students in exploring the role of healthcare research on the national healthcare agenda and in finding more effective treatment plans for individuals at risk. The revised course proposal now has a clear articulation of the physical activity/personal wellness plan.

It is important to remember that the course will appear similar in the following areas which are mandated by Liberal Studies: exercise, nutrition, stress, substance abuse, scientific base of knowledge, assessment of personal well-being and examining the possible outcomes of altered patterns of behavior and risk reduction, identification of hereditary, personal, and environmental factors that affect health, examining the credibility of health information and examining health and wellness across the lifespan and in a gender-balanced fashion. These areas must appear in the course outline and cannot be changed or deleted so should not be seen as copying or "pirating" HPED's Health and Wellness course. Because Liberal Studies requires this course to be a wellness course, our proposal does not specialize in any single area of health and wellness ie. nursing or disease treatment.

As you are well aware, one of the previous issues your department had with this course was the need for team teaching. The Dean does not want to see this as a requirement for this course and we are stating up front that we wish to offer two sections and if there would be any modifications in the implementation of this plan, there would be collaborations between the Dean and our departments. Elaine, you also need to know that UWUCC has received a letter of support from Dr. Susan Dahlheimer, Chair of the Department of Food and Nutrition, in which she addresses the fact that "offering the number of sections they propose will not impact negatively on our department's enrollments". I would ask that your department extend the same sense of collegiality to our department, since FDNT is currently able to teach this course separate from HPED;



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which negates your department's argument for team teaching and qualifications for teaching the fitness component in the course.

With the current budget crisis and the need for all departments across campus to increase their credit hours generated by faculty, it is imperative that we resubmit this proposal and that we have your department's support. As nurses we are well qualified to teach this type of course and our department believes that this course provides another option for students in fulfilling their Liberal Studies Health and Wellness requirement.

Again, let me state, that our revised proposal addresses all of the concerns put forward by the Wellness Circle and I hope that we can resolve this issue at the college level and work together. Thank you for your careful consideration of this matter.

Sincerely,

Michele Gerwick, Chair
Department of Nursing and Allied Health Professions

