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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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

1. Course Proposals (check all that apply)

New Course

Course Prefix Change

Course Deletion

Course Revision

Course Number and/or Title Change

Catalog Description Change

Current course prefix, number and full title:

NURS 143 Healthy People

Proposed course prefix, number and full title, if changing:

NURS 143 Healthy People - Promoting Wellness

2. Liberal Studies Course Designations, as appropriate

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

Learning Skills

Knowledge Area

Global and Multicultural Awareness

Writing Across the Curriculum (W Course)

Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship

Information Literacy

Oral Communication

Quantitative Reasoning

Scientific Literacy

3. Other Designations, as appropriate

Honors College Course

Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

New Degree Program

Catalog Description Change

New Track

Other

New Minor Program

Program Title Change

Liberal Studies Requirement Changes in Program

Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Theresa Gropelli</i>	3/7/12
Department Chairperson(s)	<i>Elizabeth Palmer</i>	3/7/12
College Curriculum Committee Chair	<i>Janet Wachtel</i>	3/8/12
College Dean	<i>Robert Brycki</i>	3/9/12
Director of Liberal Studies (as needed)	<i>D. H. Hoff</i>	4/10/12
Director of Honors College (as needed)		
Provost (as needed)		
Additional signatures (with title) as appropriate:		
UWUCC Co-Chairs	<i>Gail Dechist</i>	4/10/12

Please Number All Pages

Received

APR 10 2012

Liberal Studies

Received

MAR 19 2012

Liberal Studies

Part II. LS Change

New syllabus of record:

I. COURSE DESCRIPTION

NURS 143 Healthy People – Promoting Wellness

Prerequisites: None

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

Introduces the student to the pathway of health and wellness through contributions to one's environment and community. The interconnectedness of self, others, nature, and society on one's health and wellness will be emphasized. Students will be guided through decision-making processes regarding life choices to maximize personal well-being. A personal wellness plan that incorporates aspects of physical and social health will be developed using the Healthy People framework. Completion of NURS 143 fulfills the Liberal Studies Dimensions of Wellness Requirement. Other 143 courses will also fulfill this requirement, and any of these courses may be substituted for each other and may be used interchangeably for D or F repeats but may not be counted for duplicate credit.

II. COURSE OUTCOMES and ASSESSMENT (Expected Undergraduate Student Learning Outcomes – EUSLO)

Students will be able to:

Outcome 1 - Identify the impact of nature, people, environment, and society on one's personal well-being.

Expected Student Learning Outcome/s: Informed Learners (1)

Rationale: Assignments will require students to define the interrelationship of nature, people, environment, and society on one's health.

Example assignment: **Analysis of Family Pedigree** – Students will learn the relationship of genetics and health.

Outcome 2 - Utilize various sources of information to make informed life choices.

Expected Student Learning Outcome/s: Informed Learners (1), Empowered Learners (2) Responsible Learners (3)

Rationale: Assignments will require students to critique appropriate sources of information to assist in making effective life choices. Students will need to discern sources that are based on science.

Example assignment: **Review of Health Information** – Students need to critically appraise a health message of an internet source, evaluate its credibility, and discuss how the information will be used.

Outcome 3 - Examine the consequences of behavior and decisions on individual and societal well-being.

Expected Student Learning Outcome/s: Empowered Learners (2), Responsible Learners (3)

Rationale: Assignments will require students to examine helpful and harmful actions to one's personal and societal health.

Example assignment: **Weekly Food Intake Records and Physical Activity Logs** – Students will use tools to log their food intake and physical activity and will analyze and evaluate their progress.

Outcome 4 - Assess one's personal strengths and challenges in making life choices.

Expected Student Learning Outcome/s: Empowered Learners (2), Responsible Learners (3)

Rationale: Assignments will require students to examine helpful and harmful actions to one's personal and societal health.

Example assignment: **Assessment of Personal Health** - Students will utilize various assessment tools to measure their degree of health and wellness. In addition to their assessment, the students will identify personal strengths and weaknesses impacting a healthy lifestyle.

AND Awareness Program - Students will work in a small group to explore health concerns related to college students / university lifestyles. The group will select a topic and develop an awareness program. The purpose of the awareness program is to create awareness and disseminate information. Each group will present their awareness program in a PowerPoint presentation during scheduled class time. The PowerPoint presentation must address identification of health concern, why the topic was chosen, relevant statistics related to health concern, and appropriate lifestyle adaptations one should make.

Outcome 5 - Develop a personal wellness plan

Expected Student Learning Outcome/s: Informed Learners (1), Empowered Learners (2), Responsible Learners (3)

Rationale: Assignments will require students to assess health and wellness, develop a health care wellness plan and implement, and evaluate their progress

Example assignment: **Assessment of Personal Health** - Students will utilize various assessment tools to measure their degree of health and wellness. In addition to their assessment, the students will identify personal strengths and weaknesses impacting a healthy lifestyle.

III. COURSE OUTLINE

- A. Orientation to Course 6 hr
1. Dimension of wellness
 - a. Social wellness
 - b. Physical wellness
 - c. Intellectual wellness
 - d. Emotional wellness
 - e. Occupational wellness
 - f. Environment wellness
 - g. Spiritual wellness
 2. Social wellness as an influence on wellness
 3. Physical wellness as an influence on wellness
 4. Healthy People framework as a tool for examining personal well being
 5. Leading causes of mortality and morbidity in US
- B. Taking Care of Emotional Wellness: Stress, Anxiety, Depression, and Relationships 6 hr
1. Genetic/family influences
 2. Social influences
 3. Unique needs according to culture including ethnicity, race, gender, community and religion
 4. Personal/physical life choices
 5. Preventative activities
 6. Improvement of quality of life for the individual, community, and society
 7. Unique considerations for the college student
 - a. College stress
 - b. Suicide risks and prevention
 - c. Healthy relationships
 - d. Safe sex
- C. Taking Care of Our Physical Wellness: Physical Activity 6 hr
1. Genetic/family influences
 2. Social influences
 3. Unique needs according to culture including ethnicity, race, gender, community and religion
 4. Personal/physical life choices
 5. Preventative activities
 6. Improvement of quality of life for the individual, community, and society
 7. Unique considerations for the college student
 - a. Body weight/BMI/Body image
 - b. Fitting in exercise
 - c. Physical fitness for life

- D. Taking Care of Our Physical Wellness: Nutrition 6 hr
1. Genetic/family influences
 2. Social influences
 3. Unique needs according to culture including ethnicity, race, gender, community and religion
 4. Personal/physical life choices
 5. Preventative activities
 6. Improvement of quality of life for the individual, community, and society
 7. Unique considerations for the college student
 - a. Campus nutrition options
 - b. Fad/trend diets
 - c. Recognizing eating disorders
- E. Taking Care of Our Environmental Wellness 6 hr
1. Genetic/family influences
 2. Social influences
 3. Unique needs according to culture including ethnicity, race, gender, community and religion
 4. Personal/physical life choices
 5. Preventative activities
 6. Improvement of quality of life for the individual, community, and society
 7. Unique considerations for the college student
 - a. Injuries and accidents
 - b. Homicide
 - c. Environmental factors/hazards impacting health
- F. Taking Care of Our Spiritual and Intellectual Wellness 6 hr
1. Genetic/family influences
 2. Social influences
 3. Unique needs according to culture including ethnicity, race, gender, community and religion
 4. Personal/physical life choices
 5. Preventative activities
 6. Improvement of quality of life for the individual, community, and society
 7. Unique considerations for the college student
 - a. Service Learning
 - b. Life-long learning
 - c. Smoking
 - d. Drugs
 - e. Alcohol
- G. Taking Care of Our Occupational Wellness 6 hr
1. Genetic/family influences

2. Social influences
 3. Unique needs according to culture including ethnicity, race, gender, community and religion
 4. Personal/physical life choices
 5. Preventative activities
 6. Improvement of quality of life for the individual, community, and society
 7. Unique considerations for the college student
 - a. Immunizations
 - b. Infectious diseases
 - c. Career “killers”
- H. Final examination / Culminating Activity

IV. EVALUATION METHODS

- 10% Assessment of Personal Health
- 10% Weekly Food Intake Records and Physical Activity Logs
- 10% Analysis of Family Pedigree
- 20% Personal Wellness Plan (PWP)
- 10% Review of Health Information
- 20% Awareness Program
- 10% Environmental Wellness Analysis
- 10% Service Learning Project

Assessment of Personal Health

Students will utilize various assessment tools to measure their degree of health and wellness. In addition to their assessment, the students will identify personal strengths and weaknesses impacting a healthy lifestyle. The impact of others and society will be emphasized. (Objective: 1, 2, 3, 4, 5)

Weekly Nutritional and Physical Activity Logs

Students will use tools to log their food intake and physical activity and will analyze and evaluate their progress. (Objective 2, 3, 4)

Analysis of Family Pedigree

Students will utilize a tool to develop a family pedigree. With the development of the pedigree, students will analyze the impact of genetics on health and wellness. (Objective 1)

Personal Wellness Plan (PWP)

Students will develop a personal wellness plan (PWP) in the areas of social, physical, emotional, environmental, and occupational wellness. The PWP must include all areas of

wellness and develop specific goals and strategies for improvement. (Objective 1, 2, 3, 4, 5)

Review of Health Information

Students will utilize the Internet to complete a search of a health topic they are interested in. Students will select a website, critically appraise the health message presented, and compile a typewritten review. The review will summarize main concepts presented in the health message, evaluate the credibility of the information, and discuss how the information can be utilized. (Objective 2, 3)

Awareness Program

Students will work in a small group to explore health concerns related to college students / university lifestyles. The group will select a topic and develop an awareness program. The purpose of the awareness program is to create awareness and disseminate information. Each group will present their awareness program in a PowerPoint presentation during scheduled class time. The PowerPoint presentation must address identification of health concern, why the topic was chosen, relevant statistics related to health concern, and appropriate lifestyle adaptations one should make. Consideration in regard to culture, particularly ethnic and racial minorities, and woman should be included. (Objective 1, 2, 3)

Environmental Wellness Analysis

Students will identify and explore a particular environmental issue that is impacted by social influences. Students will be guided in the selection of appropriate topic and sources for exploration throughout the semester. Students will need to reference this assignment from at least one non-fiction text and two recent research articles. 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 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. Consideration in regard to culture, particularly ethnic and racial minorities, and woman should be included. (Objective 1, 2, 3, 4)

Service Learning

Students will be required to give 4 hours of time to a service/non-profit organization in a community. Students will write a reflective paper on the impact of society and this organization in the individual and society's health and wellness. Consideration in regard to culture, particularly ethnic and racial minorities, and women should be included. (Objective 4)

V. EXAMPLE GRADING SCALE

- A 90-100%
- B 80-89%

- C 70-79%
- D 60-69%
- F Less than 60%

VI. UNDERGRADUATE COURSE ATTENDANCE POLICY

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

VII. REQUIRED TEXTBOOK(S), SUPPLEMENTAL BOOKS AND READINGS

Das, B. (2009). *Health and Wellness for Life*. Champaign, Illinois: Human Kinetics.

VIII. Special Resource Requirements - None

IX. Bibliography

Alters, S. & Schiff, W. (2010). *Essential concepts for healthy living* (5th ed.). Sudbury, MA: Jones and Bartlett.

Centers for Disease Control and Prevention (2007). Recommended community strategies and measurements to prevent obesity in the United States. Atlanta, GA: Centers for Disease Control and Prevention, National Center For Health Statistics.

Centers for Disease Control and Prevention. (2010). Youth risk behavior surveillance. *Morbidity and Mortality Weekly Report*, 59(SS-5), 1-148.

Daniel, E. L. (2012). *Taking sides: Clashing views in health and society* (10th ed.). New York, NY: McGraw-Hill.

Enyeart Smith, T. M., Skaggs, G. E., & Redican, K. J. (2008). A comparison of health risk behaviors among college students enrolled in a required personal course vs. an elective personal health course. *The Health Educator*, 40(2), 90- 97.

Jonas, S. (2010). What are health and wellness? *AMAA Journal*, 23(1), 10-11.

Mohler-Kuo, M., Dowdall, G. W., Koss, M., & Wechsler, H. (2010). Correlates of rape while intoxicated in a national sample of college women. *Journal of Studies on Alcohol*, 62(1), 37-45.

Silvestri, L. & Bonis, M. (2009). Changes in health knowledge. *Education*, 130(2), 271-273.

Social support: A buffer against life's ills. (2008). Retrieved September 4, 2010 from <http://www.mayoclinic.com>

Teague, M. L., Mackenzie, S. L. C., & Rosenthal, D. M. (2011). *Your health today: Choices in a changing society* (3rd ed.). New York, NY: McGraw-Hill.

U.S. Department of Health and Human Services. (2009). Healthy People 2020: Public Meetings. Retrieved from <http://www.healthypeople.gov/hp2020>

Walter, L. (2010). Why we need to hang up on our distracted driving addiction. *EHS Today*, 3(6), 35-38.

2. A summary of the proposed revisions:

The course description, outcomes, and outline were changed and updated to reflect Healthy People 2020 and the university's new liberal studies requirement in the dimensions of wellness category. The students will be guided to assess, plan, implement, and evaluate their wellness. The course will thread the influence of society with one's physical lifestyle choices in determining one's and society's health and wellness. Activities to promote students' development of oral/written communication skills, service learning opportunities, and active learning are incorporated. Some of the key course activities were retained in the revision. The course bibliography has also been updated. The total credit hours remain the same.

3. Justification/rationale for the revision:

This course was revised to meet current liberal studies requirement. The changes were made to encourage students to be "informed learners, empowered learners, and responsible learners". The course was designed to meet the liberal studies dimensions of wellness category of active learning, experiential activities, self-reflective activities, assessment of the student's strength and weakness, an improvement plan with evaluation, and the use of the internet as a means of gathering appropriate information.

4. The old syllabus of record:

II. 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.

III. 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.

IV. 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
 - a. Genetics
 - b. The impact of health care research on identifying the biological factors that impact the health of individuals
 - c. How your healthcare providers 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. Avocating 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 3 hours
- 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

- 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

1. 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

V. 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.

VI. 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%

VII. 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.

VIII. Required Textbook

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

IX. Special Resource Requirements

None

X. 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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How many cases and at what cost? Menlo Park, CA: Kaiser Family Foundation.

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

Bromet E. J. (1998). Psychiatric disorders. In: *public health and preventive medicine*, (14th ed.), (R.B. Wallace, Ed.). 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. (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).

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*.

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

Lin B. H., & Frazao E. (1997). Nutritional quality of foods at and away from home. *Food Review*. 20, 33-40.

McGinnis J. M., & Maiese D. R. (1997). Defining mission, goals, and objectives. In: *Principles of Public Health Practice*. (F.D. Scuthfield and C.W. Keck, Eds.). Albany, NY: Delmar Publishers. 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.

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Nicholson, M. E., Maney, D. W., Blair, K., Wamboldt, P. M., Mahoney, B. S., & Yuan, J. (1998). Trends in alcohol-related campus violence: Implications for prevention. *Journal of Alcohol & Drug Education*, 43 (3), 34-53.

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Liberal Studies Course Approval General Information Questions

1. If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments and evaluation.

The syllabus of record will be used for course description, outcomes, and outlines generated by each instructor. The nursing and allied health professions department curriculum committee evaluates each course each semester to evaluate if course syllabi appreciably deviate from syllabus of record. Guidelines for syllabi review is given to each faculty.

2. Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. **By explicit reference to specific items in the syllabus and/or by an explanation in your response to this answer, please describe how your course will meet this criterion.** The following website has suggestions from Liberal Studies, Women's Studies, and Minority Affairs on ways to include the perspectives and contributions of women and minorities.

The thread of “unique needs according to culture including ethnicity, race, gender, community and religion” is used throughout the course. For instance, when students complete their food intake logs, students will reflect the influence of family, ethnicity, and race in their food choices.

3. Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles.

Each assignment will ask for appropriate and credible sources. Example is as follows:
Environmental Wellness Issue

Students will identify and explore a particular environmental issue that is impacted by social influences. Students will be guided in the selection of appropriate topic and sources for exploration throughout the semester. Student will need to reference this assignment from at least one non-fiction text and two recent research articles. 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 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. Consideration in regard to culture, particularly ethnic and racial minorities, and woman should be included. (Objective 1, 2, 3, 4)

4. If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence.

This is an introductory course designed as a liberal studies elective that students from any program/major may take. It is intended for the undergraduate student of any major to understand the implications of wellness for themselves and society.

Sample Assignment

Emotional Wellness Portion of Personal Wellness Plan (PWP)

Student Information and Emotional Wellness Portion of PWP	
Full name	
Date	
Area of Health	
Tool used for Assessment	
Findings of Assessment: (type below)	
Behavior Change (What do you want to change or enhance or maintain?) (Must have at least ONE behavior change listed – it can be a behavior change or enhance or maintain)	
Behavior One	
Behavior Two	
Behavior Three	
Research what does this behavior change mean to your health, now and in the future? How is it affecting your level of wellness? What diseases or conditions does this behavior place you at risk for? What are the short-term and long-term benefits and costs associated of this behavior? Must use at least two facts from reliable internet source	
Fact one (list fact with documentation of the source of fact)	
Fact two (list fact with documentation of the source of fact)	

Impact of Others/Society on your lifestyle What influences does other individuals or society has on your lifestyle?. How do these impact (help or hurt) your choices and possible need for change?

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List strategies/tools to meet this goal. Document resources of where you found these resources and write the rationale of their effectiveness

Strategy/tool	Resource with rationale of its effectiveness

Log activities for two days in this area of health

Behavior	List how other influences affected your behavior (When and for how long it occurs? Where it occurs? What else you were doing at the time? What other people you were with and how they influenced you? Your thoughts and feelings? How strong your urge for the behavior was?)

Evaluation Was your plan effective? Was the research on the effects of your behavior a motivator for change? What did you learn about yourself? What worked and what didn't work? Do you think you will maintain this plan/behavior? What could you do differently?

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Rubric for Completion of Wellness Areas – Included? (0-not done, 1-minimal, 2-complete, 3-comprehensive)

Area of Health	Assessment	Goal	Research	Societal Influences	Strategies	Log of Activities	Evaluation
Emotional Wellness							

Definitions and Criteria for Scoring

Criteria	0-not done	1-minimal	2-complete	3-comprehensive
Organization	No organization	Sloppy	Acceptable & readable	Shows organization that demonstrates focus
Synthesis, accuracy, & use of references (text & reliable internet sources)	No synthesis No use of reference sources Not accurate	Shows some items synthesized with use of thought process Uses all personal experiences with no reliable research sources Demonstrate some accuracy some of the time	Demonstrates ability to synthesize material in a generalized manner Only reading or websites are used. Websites may not be reliable Accurate and appropriate most of the time	Demonstrates ability to synthesize material according to unique manner Comprehensive incorporation of personal with weaving of reliable resources with documentation Always accurate and appropriate
Overall reflection and evaluation	No reflection of data	Unable to show appropriate reflection of data	Shows a generalized or occasional reflection	Comprehensive of one's self- reflection of data