

Liberal Studies Program Review

Personal Well Being Essential Skill

Fall 2006

Statement of LSP Outcomes

A liberally educated student acknowledges personal responsibility for achieving and maintaining wellness. To live life fully, with vitality and meaning, a person needs to actively engage in a healthy lifestyle. The knowledge learned through the Personal Wellbeing Essential Skill provides persons with the skills necessary to evaluate their current lifestyle behaviors and make adjustments to improve their civic contributions as well as their own quality of life.

A list of outcome statements for the Personal Wellbeing (PWB) requirement of the Essential Skills is provided in Appendix A. These outcomes were developed in response to the previous review (2004) and reflect the dimensions of wellness; the model on which the PWB Essential Skill is based. It should be noted these outcomes are minimal standards expected of each course and section, and individual instructors may include additional outcomes at their discretion.

Acquisition of Requirement

The Personal Wellbeing (PWB) requirement of the Essential Skills can be met through successful completion of course work, passing a test out (to be eliminated Fall 2007), or transfer of course work from another institution. Truman courses currently meeting the PWB requirement include HLTH 195/196 (Lifetime Health and Fitness) and MS 100/101 (Introduction to Military Science I and II). On average, 1300 students enroll in HLTH 195/196 per year and 240 enroll in MS 100/101.

HLTH 195 integrates material from human physiology, psychology, sociology, and nutrition to present an interdisciplinary framework for disease prevention and health promotion. The course focus is to promote a behavioral lifestyle change in which students integrate into their lives patterns of physical activity, health, and wellbeing. HLTH 196 is designed to introduce the student to patterns of lifetime fitness and physical activity through a variety of activity modes. Regardless of activity mode, students must engage in the three components of physical fitness; strength, flexibility and cardiovascular fitness. Students must concurrently enroll in HLTH 195/196.

MS 100 familiarizes students with the United States Army, leadership principles, basic health issues, and the importance of physical activity. Students develop an understanding of a balanced personal health and fitness program. MS 101 introduces students to issues related to living a salubrious lifestyle including preventive medicine and substance abuse prevention.

Measures of Outcomes

The university has few ways (either direct or indirect) of assessing student mastery of PWB outcomes. The following information was obtained from Truman's Assessment Almanac and the Assessment Map.

Direct Institutional Measures of PWB Outcomes

Portfolio – No items dedicated to PWB outcomes

Academic Profile – No items dedicated to PWB outcomes

Collegiate Assessment of Academic Proficiency – No items dedicated to PWB outcomes

PWB outcomes are also assessed through pre/post assessment, test/quiz questions, and assignments. During the first class period of the semester, HLTH 195 students complete a very short “pre” test addressing course outcomes to determine knowledge students bring to the class. At the conclusion of the semester, students complete the same test and scores are retained in the HES office. Pre/post assessment data from the Fall 2005 semester to the present indicates students achieved an average post test score of 70.44% which reflects an average pre to post increase of 15.62%. Also, a list of HLTH 195 assignments, their descriptions, and the specific outcomes they assess are provided in Appendix B.

Indirect Institutional Measures of PWB Outcomes

Cooperative Institutional Research Program

25 – For the activities below, indicate which one you did in the past year: smoked cigarettes, drank beer, drank wine or liquor, felt overwhelmed by all you had to do, felt depressed.

30j – Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself...physical health, emotional health, intellectual self-confidence, social self-confidence, spirituality.

College Student Experience Questionnaire

46q – To what extent do you feel you have gained or made progress...developing good health habits and physical fitness.

National Survey of Student Engagement

6b – Exercised or participated in physical fitness activities

6c – Participated in activities to enhance your spirituality

Graduating Student Questionnaire

How adequate do you feel your education and experiences at Truman have been in each of the following: Caring for your own physical and mental health, developing a positive self image

11f – How adequate do you feel the Liberal Studies Program and co-curriculum education and experiences at Truman have been in each of the following:
Understanding your mental and physical health needs

The PWB outcomes (in particularly HLTH 195/196) are also assessed through indirect measures including Arete (Student Senate's visionary document), American College Health Association's National College Health Assessment, course evaluations, and review of syllabi.

Observed Strength and Concerns from Outcome Measures

- Truman students are more physically active and spiritually involved than their COPLAC peers. For example, according to NSSE data, approximately 67% of Truman freshmen reported being physically active “often” or “very often” whereas approximately 60% of COPLAC freshmen reported similar activity levels.
- Truman students indicate the university has had an increasingly positive impact on their physical and mental health, self-image, understanding their physical and mental needs, and in developing good health habits and physical fitness. For example, the percentage of students responding “adequate” or “very adequate” to the GSQ question: *How adequate do you feel the Liberal Studies Program and co-curriculum education and experiences at Truman have been in each of the following: Personal Well-Being: Understanding your mental and physical health needs* increased from 73.5% to 79.3%. This increase corresponds with some important changes made to HLTH 195/196.
- Based on pre-test data, students bring to college limited knowledge of healthy behaviors and the PWB Essential Skill appears to be relatively effective in increasing this knowledge base.
- Many students indicate thinking about and incorporating healthy behaviors into their lifestyles as a function of participating in the PWB. They consider a wide variety of these behaviors and look for ways to integrate them into their current lives. For example, Student Senate's visionary document, Arete, indicates that “Students desire to have the PWB more directly address issues pertaining to their current life circumstance including such topics as spirituality, stress management, and financial planning. The students would like to see a greater emphasis in this skill on a model of teaching that focuses not only on health habits, but also the other responsibilities that come with college such as good fiscal management and a good ethical demeanor.”

Recommendations for Improvement

Based on the various assessments of PWB outcomes, the following recommendations for improvement are proposed.

1. Develop standardized pre/post assessment that explores outcomes in-depth and rotates emphasis on different outcomes across semesters.
2. Initiate biweekly review sessions for HLTH 195 faculty focusing on activities and assessments for each outcome.

3. Reduce section enrollment in HLTH 195/196. Current capacity is 100 with reduction to 75 planned. Additional sections will be added to meet demand.
4. Employ health and exercise science upperclassmen to assist HTLH 195/196 faculty in classroom management issues and group discussions.

Appendices

A – Personal Wellbeing Outcome Statements

B – Health 195 (Lifetime Health and Fitness) assignment descriptions and outcomes assessed

1. Behavior Change and Wellness (Insel and Roth, Chapter 1)

- a. Explain at least one model of changing behavior.
 - b. Critique success in changing a behavior.
 - c. Identify and describe the six dimensions of wellness.
-

2. Stress (Insel and Roth, Chapter 2)

- a. Describe at least two relaxation techniques.
 - b. Identify at least four possible health consequences of inadequate sleep
 - c. List at least three strategies for effective time management.
-

3. Psychological Health (Insel and Roth, Chapter 3)

- a. List at least five warning signs of suicide.
 - b. Identify at least two types of help available for psychological problems.
-

4. Spirituality (Teague, Chapter 4)

- a. Identify the importance of developing a purpose or mission in life.
 - b. Describe two ways to enhance spiritual wellness.
-

5. Healthy Relationships (Insel and Roth, Chapter 4)

- a. Identify five characteristics of a healthy relationship.
 - b. Describe four components of effective communication.
-

6. Sexuality (Insel and Roth, Chapters 5 & 13)

- a. Identify and describe symptoms of the most common sexually transmitted infections.
 - b. List at least four guidelines for safe, responsible sexual behavior.
-

7. Psychoactive Drugs (Insel and Roth, Chapter 7)

- a. Evaluate the role of drugs and other addictive behaviors in your life.
 - b. Identify your personal risk factors for drug abuse or dependence.
-

8. Alcohol and Tobacco (Insel and Roth, Chapter 8)

- a. Describe at least two strategies for using alcohol responsibly.
 - b. List at least one approach to quitting tobacco use.
 - c. Identify at least three ways to reduce environmental tobacco smoke exposure.
-

9. Nutrition (Insel and Roth, Chapter 9)

- a. Compare current diet to a standardized model.
 - b. Identify five guidelines for healthy eating
-

10. Physical Activity (Insel and Roth, Chapter 10 & Fahey)

- a. Explain FITT for cardiovascular endurance, muscular strength and endurance and flexibility.
 - b. Identify exercises that address each of the above areas.
-

11. Weight Management (Insel and Roth, Chapter 11)

- a. Summarize the caloric balance concept of weight management
- b. Compare body mass index and body composition
- c. Identify five diseases associated with obesity

12. Conventional and Complementary Medicine (Insel and Roth, Chapter 15)

- a. Identify at least two reliable sources for self-care information
 - b. Discuss at least three different types of alternative and complementary treatments that have been validated through research for specific symptoms
-

13. Personal Safety (Insel and Roth, Chapter 16)

- a. List five common types of unintentional injuries and strategies for preventing them.
-

14. Environmental Health (Insel and Roth, Chapter 17)

- a. Describe one strategy individuals can take to preserve and restore the environment
 - b. List one strategy communities or nations can take to preserve and restore the environment.
-

15. Back Pain

- a. Identify at least two stretches that may help relieve low-back pain.
- b. Describe at least three different strengthening exercises that can help prevent low-back pain.

- c. List the steps in proper lifting techniques to reduce strain on the low-back.
-

16. Personal Finance

- a. Describe three actions that can be taken to protect and preserve your personal credit rating.

Body Composition Lab: Meets objective 11b

This lab consists of students having their percent body fat assessed by skinfold calipers. For women the following sites will be measured: tricep, suprailiac (side just above hip), and thigh. For men the following sites will be measured: chest, abdomen, and thigh. It is recommended that you wear shorts and short sleeve shirts on these days to allow access to these sites which will make the measurement more accurate. If you feel uncomfortable with this lab an alternative assignment may be completed. The alternative assignment will consist of a three page typed scientific report describing the importance of having a healthy body composition. Proper referencing is required.

Max VO₂ Lab: Meets objective 10a

The lab will be completed in class following the viewing of a video of a student completing a V_{O₂} max test. Please bring a calculator with you as will have calculations to do. **The homework will be collected at the end of class and will not be accepted** after that time.

Diet Analysis Lab: Meets objectives 9a and 9b

The diet analysis lab consists of recording everything you eat and drink for a period of three days. You will then use WW #60 for EACH day (*you will need to make copies of this page to total your food intake for EACH day*). Then from WW 60 (10 points) you are to do WW #62 (10 points). If you have been told you should not count your calories an alternative writing assignment may be completed. This assignment will consist of a three page typed report detailing the components of a healthy diet and the importance of such a diet. Proper referencing is required.

Life Rules: Meets objective 4a

Create a document describing the values, morals, beliefs and principles you want to live by. You can make it a top ten list or a personal mission statement. Wellness worksheet 21 can help you get started. Be creative. Must be typed.

20 Things to do Before I Die: Meets objectives 4a and 4b

Create a list of 20 things to do before you die. Might include places to see, travel destinations. Be creative. Must be typed.

Behavior Contracts: Meets objective 1b

Wellness Worksheet 5 – Behavior Contract: A behavior will be selected to change over the course of the semester. You will complete the contract in WW5 and commit to working on changing this behavior by the end of the semester. You will track your behavior by using a health journal which you will turn in with your behavior change updates.

Behavior Contract Updates: Three assignments consist of writing updates summarizing how you are progressing toward the goals set in your behavior contract. These summaries must be typed or 3 points will be deducted. Attach (paper clip or staple) your health journal detailing your daily/weekly progress to your summary. Five points will be deducted if this part is missing.

4R's In class Assignment Reduce, Reuse, Recycle and Respond: Meets objective 14a

Wellness Worksheets from the Text Appendices

Objective met

<i>1 Evaluate your Lifestyle</i>	
9 Wellness on the World Wide Web	12a
<i>11 Major Life Events and Stress</i>	
13 Time Stress Questionnaire	2c
17 Sleep	2b
22 Developing Spiritual Wellness	4b
34 Rate your Family's Strengths	5a
38 Sexual Decision Making and Your Personal Life Plan	6b
47 Addictive Behaviors	7 a and 7b
51 Is Alcohol a Problem in Your Life	8a
56 For Smokers only: Why Do You Smoke?	7a
58 For Nonsmokers	7a
60 Daily Food Record	9a and 9b
62 Your Daily Diet Versus MyPyramid Recommendations	9a and 9b
<i>66 Part II Evaluating Fast Food</i>	
<i>68 Food Safety Quiz</i>	
<i>73 Overcoming Barriers to Being Active</i>	
74 Personal Fitness Program Plan and Contract	10b
81 Using Food Labels in Weight Management	9b
<i>88 Are you at risk for Cardiovascular Disease</i>	
<i>92 Cancer Risk Factors and Prevention</i>	
<i>103 Are You Prepared for Aging</i>	
117 Checklist for Preventing Unintentional Injuries	13a
125 Environmental Health Checklist	14a

Wellness Portfolio: Meets objectives 9a, 10b and 11b

The wellness portfolio will contain several assignments that are to be completed throughout the semester. In this wellness portfolio you will need to include: 1) the behavior contract, 2) behavior contract updates (1 & 2); 3) skinfold lab; 4) daily food record; 5) fitness assessment from the Student Recreation Center, and 6) a summary detailing your overall personal wellness. You will use the information gathered for your wellness portfolio to help create your personal wellness summary. Your portfolio must be presented in a neat and organized manner. Do not use paper clips to hold your portfolio together. The summary must be typed. The Student Recreation Center needs 24 hour notice if you are going to miss your appointment for your fitness assessment. You can call the Rec Center at 7739 or email Karen Skoch at

kbskoch@truman.edu You must make an appointment at the Rec Center for your fitness assessment.

Current Event: Could meet many objectives

Bring in a newspaper article that discusses a **wellness** current event. To receive the extra credit you must turn in the original article (no photocopies), the date of the article must be from this semester, a summary of the article and how it relates to class.

Finances Assessment: Meets objective 16a

Find out where your money goes on a monthly or annual basis by completing the budget provided on the back. By listing your income and all of your expenses, you can easily determine whether you have a surplus or a deficit. Monitor your spending for a **full month** noting where every penny is spent. After you have determined what kind of shape your finances are in, your budget may need to be remodeled. This is a great time to evaluate what you spend your money on and what you might be able to do without in the future.

Aging Extra Credit: Meets objective 1b, 4a, 9a, 9b, 13a,

Go to RealAge.com and complete the test to see if your current health behaviors are beneficial and actually make you younger than your chronological age OR if they are detrimental and “add” years to your chronological age.

Current age: _____

Real Age: _____

List 5 positive behaviors as stated in the **Benefits and Costs Chart** evaluation and state why they are beneficial to your health.

List 5 negative behaviors and the strategies offered to improve your behavior so they don't add years to your “age”.