

**Special Topics in College Student Affairs:  
Health & Wellness Issues in Higher Education  
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1.5 Credits**

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<b>Office Hours:</b> Monday, 2:00-4:30 p.m. by appointment	<b>Class Location:</b> Lucy Stone Hall, Room 139, Livingston campus
<b>Mode of Instruction:</b> Seminar	<b>Permission required:</b> No

**Course description:** Student learning is at the core of the higher education academic mission and health promotion programs support this mission by providing outreach and education and providing healthy environments. A wide-range of health and wellness issues, including but not limited to, alcohol and other drug use, mental health, sexual behaviors, violence, nutrition, physical activity, and infectious disease, have been shown to impact students' overall success in higher education including learning outcomes, social success, and retention. This course will address policies, programming, philosophies, and evaluation addressing health and wellness in higher education for student affairs professionals who may not have any background in health promotion or health education.

**Course Objectives:**

By the end of this course, students will be able to:

- Identify the key wellness issues impacting student success
- Explain how integrating health and wellness issues into curriculum and student affairs can improve student success
- Critically examine the rationale for addressing health and wellness in institutes of higher education, including research on the relationship between health, wellness, and learning
- Identify the professional resources and literature available from both student affairs and wellness in higher education
- Analyze health and wellness data in relationship to student success
- Explore potential collaborative relationships between students affairs' units, including campus health services and counseling centers, in addressing the needs of individual students
- Demonstrate knowledge of current efforts and various models addressing wellness and student success

- Develop evaluation strategies measuring student success in relationship to health and wellness

### **Course Schedule**

This course will meet on Mondays from 5:00-7:40 p.m. for seven weeks starting on Monday, October 29 and the following: November 5, 12, 19, 26, December 3, 10.

### **Theoretical Framework/Models**

This course will utilize the Social Ecology Model as a framework – examining people in a particular environment, and the influences upon one another.

### **Course Requirements**

This is a SAKAI course. Students must submit work through the SAKAI Assignment Function on the due date. Hard copy submissions will not be accepted. All late submissions will lose points. Work submitted more than two weeks late will not be accepted. Students are expected to check the SAKAI site regularly. The SAKAI site will house Resources, Course Announcements, Assignments, and Grades.

### **Attendance & Participation**

Given the short duration of the course and the seminar style, both your attendance and participation are important. Points will be deducted from the Attendance portion of your grade for consistent lateness (2+ times) and unexcused absences (1+).

The course is taught in seminar style requiring active participation from all members. Coming to class prepared is essential. All readings should be completed prior to class. Student participation is crucial to shaping the course – identifying topics, engaging in critical discussion, researching information and perspectives, and designing strategies for action.

### **Assignments**

Each week, students will be required to read pertinent articles, data and/or reports. The readings for each week are indicated on the weekly course schedule. Additional readings may be assigned. Whenever possible, readings will be available electronically in the Resource Section of the course SAKAI site.

In addition to weekly readings, students will be required to complete:

- **Weekly Case Studies & Discussion**

Each week, students will receive a Case Study related to a particular area (alcohol, infectious disease, etc.) and will be expected to come to class with recommendations for addressing the situation from various viewpoints (residence life, student life, academic engagement, recreation, dining). The recommendations will be presented and discussed by the entire class. There will be a total of five topics with recommendations. Recommendations will be submitted via the Assignment function in SAKAI. There is no page minimum or maximum. Recommendations must be typed in 12-point font. The recommendations can be submitted as a bulleted list.

Recommendations should address the following issues (though not limited only to this list):

- Student retention
- Involuntary/voluntary withdrawal
- Maintaining confidentiality
- Collaborative efforts to address student needs
- Residence life issues if appropriate
- Potential consequences

● **Policy & Procedure Development**

Each student will select an issue, research it in relationship to higher education, and develop a Student Affairs policy and procedure to address the issue based upon best practices and evidence-based interventions. Policy & Procedure must be submitted through the Assignment function on SAKAI. There is a 3-page minimum. Must be typed in 12-point font with 1-inch margins and appropriately cited in APA-style. Each course member will have 10 minutes to present their issue, policy & procedure to the class on the final day of class, December 10, 2012.

**Academic Integrity**

I expect all students to practice the highest professional standards in your writing and presentation of scholarly ideas. Proper citations, paraphrasing, and proper quotations will be essential in all your work. Should any student violate standards of academic integrity (in written work, research, etc.) he or she will be held accountable through Rutgers University procedures. Clearly, we must practice and model this highest ethical standard for others. Information on academic integrity is available at <http://policies.rutgers.edu/PDF/Section10/10.2.13-current.pdf>

**GRADING:** Everyone has the opportunity to build his/her grade. Each assignment has a designated number of points. The number of points awarded for each assignment depends upon whether or not the requirements of the assignment are met. Points will be deducted for late assignments.

**POINT BREAKDOWN**

Attendance	50
Participation	100
Weekly Case Study	50
Policy & Procedure	100
TOTAL	300

## Course Schedule

Week	Assignments & Readings	
<b>Week 1</b> <b>October 29</b>	Course Overview National College Health Assessment National & RU Data Health & Wellness in Higher Education: A Brief History Student Affairs & Wellness Wellness & Student Success	Health Education in Higher Education's Future Learning Reconsidered, Vision into Action, CAS Standards Leadership for a Healthy Campus,
<b>Week 2</b> <b>November 5</b>	Mental Health Guest Speakers	Prevalence and predictors of persistent suicide ideation, plans, and attempts during college
<b>Week 3</b> <b>November 12</b>	Alcohol, Tobacco & Other Drugs	Individual-level interventions to reduce college student drinking: A meta-analytic review A Conceptual Model of the Alcohol Environment of College Students
<b>Week 4</b> <b>November 19</b>	Infectious Diseases: Lessons from H1N1	TBA
<b>Week 5</b> <b>November 26</b>	Violence on Campus	White Paper- Guns on Campus
<b>Week 6</b> <b>December 3</b>	Sexual Health: How HIV Changed Higher Education	TBA
<b>Week 7</b> <b>December 10</b>	Policy Round Up	

### Helpful University Resources

At some point in the semester, you may require assistance for a variety of issues. Following is a brief list of helpful University resources.

#### Rutgers Health Services

<http://health.rutgers.edu>

- Medical <http://rhsmedical.rutgers.edu>
- Counseling, Alcohol & Other Drug Assistance Program & Psychiatric Services (CAPS) <http://rhscaps.rutgers.edu>
- Pharmacy <http://rhspharmacy.rutgers.edu>
- Health Outreach, Promotion & Education (H.O.P.E.) <http://rhshope.rutgers.edu>

**Learning Centers**

<http://lrc.rutgers.edu/>

**Writing Centers**

<http://wp.rutgers.edu/tutoring/writingcenters>

**Math & Science Learning Centers**

<http://mslc.rutgers.edu/>

**Office of Violence Prevention & Victim Assistance**

<http://sexualassault.rutgers.edu/>

**Office of Disabilities Services for Students**

<http://disabilityservices.rutgers.edu/>

**Public Safety**

- RUPD <http://publicsafety.rutgers.edu/rupd/>
- Department of Transportation Services <http://rudots.rutgers.edu/>