

**Spring 2016**  
**Health & Wellness Issues in Higher Education**  
**15:245:645:90**  
**1.5 credits**  
**On-Line Course March 7 – April 29, 2015**

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<b>Office Hours:</b> Monday, Tuesday, Wednesday between 9:30 a.m. – 3:30 p.m., by appointment	<b>Prerequisites or other limitations:</b> N/A
<b>Mode of Instruction:</b> Online Seminar-style	<b>Permission required:</b> No

Learning goals: 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; and,
- Develop evaluation strategies measuring student success in relationship to health and wellness.

Course catalog description: 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 while addressing best practices. Topics include alcohol & other drugs, mental health, sexual health, violence on campus, infectious disease, technological health (including social media in higher education), sleep, and evaluation strategies measuring student success.

**Class materials/ Textbooks**

All class reading will be provided in electronic format and can be found on the course SAKAI site in resources.

**Theoretical Framework**

The course will utilize the Social Ecological Model/Framework, examining the dynamic relationship between people, relationships, institutions and the larger community.

**Grading policy**

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 & Engagement	100
Policy & Procedure	100
Current Events	100
TOTAL	300

**Assignments & Requirements**

**Course Requirements**

This is an on-line SAKAI course. All class interaction, assignments, announcements, resources, etc. are found on the course SAKAI site.

Students must submit work through the SAKAI Assignment Function on the due date. No e-mail submissions of work will be accepted. All late submissions will lose points. Work submitted more than one week 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.

**On-Line Lecture**

Each week, students in the class will access an on-line audio lecture with Power Point. Videos will also be utilized, some will be embedded in the Power Point and some will be embedded in the Weekly Lesson.

Each week has a lesson that is accessed in the left-hand navigation bar on the course website. Each week will contain the lecture, videos, etc. It is helpful to print the weekly lecture Power Point slides before listening to the lecture so that you may take notes easily.

### **Attendance & Engagement**

Though this is an on-line class, students in the class are still crucial to shaping the course - identifying topics, engaging in critical discussion, researching information and perspectives, and designing strategies for action. Therefore, it is critical that each student participates in every class by thoroughly and thoughtfully responding to the weekly case studies and current events.

Given the short duration of the course, the on-line environment, and the seminar style, your active engagement with the course and its materials is vital. Being prepared each week is essential. All readings should be completed each week before participating in the Discussion Forums.

### **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. Readings will be available electronically in the Resource Section of the course SAKAI site. All assignments are due on the Sunday of each week no later than 11:59 p.m.

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 respond to the Case Study in the Discussion Forum. Responses should include recommendations for addressing the situation from various viewpoints (residence life, student life, academic engagement, recreation, dining). Class members are encouraged to comment on and respond to one another's recommendations. 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
- Potential safety issues for individual students and the larger community

There will be a total of five case studies, each week of participation will be worth 20 points for a total of 100 points.

### **Weekly Current Events**

On a daily basis, higher education is in the national news for a variety of reasons ranging from violence to academic success to athletics. Students in the class will be required to submit a total of 4 current events throughout the course duration in a Discussion Forum.

Each posting should include the source, date, web link to the article and a brief comment on why the poster found the article interesting and/or pertinent. Everyone is expected to read the news article and provide any thoughts they might have. Four postings will be required and each is worth 25 points for a total of 100 points.

**Policy & Procedure Development**

Each student will select an issue, research it in relationship to higher education, and develop a general 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.

**Website: TBA**

**Academic Integrity Policy:**

The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>).

Please familiarize yourself with the university policy on academic integrity at [http://academicintegrity.rutgers.edu/files/documents/AI\\_Policy\\_2013.pdf](http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf).

**Office of Disability Services:**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

## Course Schedule

Course weeks will begin on Mondays at 12:01 a.m. and end on Sundays at 11:59 p.m.

Week	Topics	Assignments & Readings
March 7- March 12	Course over view, expectations, on-line information National College Health Assessment Data, Health & Wellness in Higher Education: A Brief History,	Health Education in Higher Education's Future, Learning Reconsidered, Vision into Action, Leadership for a Healthy Campus
March 14- 20	SPRING BREAK	
March 21- 27	Violence on Campus	White Paper Guns on Campus <b>Case Study</b> <b>Current Event</b>
March 28- April 4	Alcohol & Tobacco	Individual-level interventions to reduce college student drinking: A Meta-Analytic review, A Conceptual Model of the Alcohol Environment of College Students <b>Case Study</b> <b>Current Event</b>
April 4- April 10	Sleep & Technology	TBA <b>Case Study</b> <b>Current Event</b>
April 11- April 17	Infectious Diseases: From Meningitis to HIV to Ebola	TBA <b>Case Study</b> <b>Current Event</b>
April 18- April 24	Mental Health	Prevalence & Predictors of persistent suicide ideation, plans, and attempts during college <b>Case Study</b> <b>Current Event</b>
April 25- April 29	Drugs (prescription and opioid)	TBA <b>Policy &amp; Procedure Due</b>

## **TIPS FOR ON-LINE LEARNING**

### **Organize your online learning time**

On-line courses and distance education oftentimes require more organization from participants than in-person courses, especially if this is your first experience with on-line learning. Since this type of online course does not require you to show up at a designated location, at a specific time, each week, you are expected to set your own schedule for when you will engage with the course materials and contribute to the discussions.

I recommend committing at least 30-45 minutes per day, throughout the week, to log in to the course website to complete the assignments and participate in discussions and activities. This 30-45 minute period should be planned and blocked off during the day, just as you would for an in-person course.

If you don't plan specific times to engage with the course on a daily and weekly basis you run the risk of falling behind and being unable to meet the course requirements.

### **Plan for Internet Access**

All of the course materials are available online, including on-line lectures and video. These lectures and videos require a good, reliable, internet connection. So, when you do access the course, particularly when you are going through the online materials and watching the lectures and videos, be sure to be in a place with good internet access.

Web browsers matter. Some people have better luck with Chrome, others with Firefox and some do just fine with Internet Explorer. If something isn't working and you check in with me and no one else is experiencing a problem, reload and try again or switch browsers.

### **Participate with purpose**

The benefit of this online course, lies in the contributions, perspectives, and experiences shared through your participation, particularly in the forum discussions.

## **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/>

### **Center for Social Justice & LGBTQ Communities**

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

### **Office of Disabilities Services**

<https://ods.rutgers.edu>

### **Public Safety**

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

### **Dean of Students**

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