



Wellness For Life

Class Meeting- 10:50-12:05 Tuesday/Thursday

Instructor- Mary K. Bentley Ph.D. Office #37 Hill Center

Office Hours- Mondays and Wednesdays 3:00-4:00 or by appointment

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This class will attempt to explore the concept of wellness. We will look at both the traditional and contemporary ways in which health and wellness has been defined as well as the differences in the ways in which they are practiced. We will examine theories and models used in health behavior research to better understand the complexity of behaviors concerning personal/family, community and cultural health practices. We will examine the dichotomy of alternative and traditional modalities and employ critical thinking skills to understand the reasons why it exists. We will learn to critically read quantitative research in journal articles and texts, as well as use interview and experiential methods of collecting information. The use new information resources such as the World Wide Web, and list-serves on the Internet will be used to gather information concerning holistic philosophies and modalities.

As it becomes more and more evident that diseases of lifestyle are and will remain our biggest threat to wellness it is imperative that future professionals understand the full range of prevention modalities available across cultures. It is also imperative that we as practitioners of prevention look beyond the dichotomy between holistic and allopathic methods and learn to understand that both should co-exist. This would broaden our concept of health and wellness, increase the options for the practice of prevention, allow more people access to practices that promote wellness and ultimately increase the health and wellness of all peoples.

Unexcused/Excused Absence Policy

General — All students are responsible for work missed during an absence from class, whether excused or not.

Unexcused Absences — Unexcused absences are intended to be used for special situations such as minor illnesses, job interviews, necessary trips, and religious

holidays. Students who use unexcused absences unwisely often find themselves penalized when, later in the semester, they must miss class for personal reasons and thereby exceed the permissible number of unexcused absences.

The School of Health Sciences and Human Performance permits one unexcused absence in a block (seven-week) course, while in semester courses the general College policy is followed.

Excused Absences — Excused absences are generally allowed in case of (1) a student's illness involving confinement in the health center or a hospital, (2) death or serious illness in the student's immediate family, or (3) the student's appearance in court. "In a collaborative project, all involved students may be held responsible for academic misconduct if they are either knowing participants in plagiarism or complicity."

Assignment Policy- All assignments will be submitted during class time on the date they are due. No late assignments will be accepted. All resubmitted papers are due the next class period.

Requirements:

1. Group Paper/Presentation

The following describes the team report that will be a presentation to the class during the Wellness for Life Conference. Each team will have approximately 15 minutes to present. The following will be **required of each group**.

- * An outline for each member of the class (32 total in class)
- * Objectives for each member of the class, these refer to what you plan to teach during this 15-minute period there should be one for every member of the group.
- * A 10-page (minimum) research paper that details the research you used in the presentation. There should be at least 10 references, only two of which may come from the web journals, books, your book, are fine).
- * A group self-evaluation. Each member of the group will complete an evaluation of the group's performance on the paper and the presentation.
- * Peer evaluation- each member of the class will evaluate each group.
- * At least one Audio-visual should be used during the presentation. Demonstrations are desirable when appropriate.
- * A self-evaluation of the contribution you made to the groups overall performance (Paper, outline, presentation and research).

The group may choose any topic that pertains to the field of Wellness. The topic should be presented to me by the end of the group meeting on Nov 6, 2001 and cleared. As you begin to do your research, if you find the topic changing some check with me, it is possible to refine your topic somewhat before Nov. 13, 2001, as long as there is no significant overlap between the groups. The group should divide the tasks among its members in a way that is equitable and acceptable to all the members. Groups are self-governing, and if a member is not fulfilling their agreement it is the responsibility of the other members to remove them from the group before Nov. 6, 2001. If you are removed from a group you must come see me as soon as possible to make an alternative arrangement to complete the assignment.

Conference Dates- April 23, 25, and 30th

Each group will submit a research/presentation abstract by April 16th, 2002. One paper copy should be submitted in class and a final copy sent on-line to MBentley@Ithaca.edu. These should be in final form, and should include

1. The Title of the presentation
2. The Authors names
3. A brief description including, an introduction to the topic which should include
 - a. The rationale for choosing this topic, and some general information. (One paragraph)
 - b. A brief overview of what you hope to accomplish during this presentation (your objectives)(one paragraph)
 - c. What you hope the audience will think or do as a result of this information, along with a closing statement. (One paragraph)

These abstracts will be compiled into a conference program. Each conference participant will receive a copy of the program via Internet and should bring that copy to the conference.

Contribution to Total grade

*The project will be worth a total of 100.

*Groups will receive an overall grade Based on peer, faculty, and self-evaluations.

*Each member may receive an individual grade based on peer evaluations, faculty evaluation, and self-evaluation

2) Web Site Index Checklist

This is a guide for your Web index assignment. This is due Feb 14, 20012

a. Table of Contents

This goes in front of the index and lists the titles and addresses of all the web pages. I would suggest you group the sites by subject. (Include title, and address for each entry). For example if you have five pages on nutrition group them together under the heading nutrition.

b. 20 web sites that deal with Wellness issues. For each site include a page with: addresses- the exact url (example <http://www.cdc.gov>)

Authors- who is responsible for the info on the web page, institution, individual(s)

Title- the title of the page or section

Summaries- a one-paragraph (minimum) summary of the kinds of things that can be found on this page

c. Example of each page- print out at least the front page of each site and include it with each of the 20 summaries

Total (50 points)

3) Interview

Each member of the class is to interview a Wellness professional. This can be any individual who has an advertised credential. The interview should be conducted in the working space of the practitioner. Call ahead to make arrangements for the meeting. Make it known that you are a student currently enrolled in a Wellness Class, that this is a part of a requirement, and that you are interested in and/or hope to be

working as a prevention specialist. The following is a suggested outline for the interview. It is also suggested that if you have never tried any of these modalities that this may be an opportunity to experience the modality as well as interview the practitioner (I have found this to be the best way to understand the modality). This should be written in essay format incorporating all of the questions below. **It is due March 5, 2002**

In your paper explain why you choose this practitioner, how you found them, where they were located, and your experience receiving the treatment if you were able to. Then ask the following questions

1. How does this particular modality work?
2. Is it based on a particular philosophy?
3. How is this modality used in the practice of prevention? As a disease intervention?
4. How did you come to this practice? What got you interested?
5. How do you know that what you are doing is effective?
6. Is there a license or certification needed to practice _____?
7. Where, how long, and what kind of education did you complete to become a practitioner?
8. How have you changed personally as a result of your practice? Is it Health enhancing for you? How? Why?

At the end of your paper compare/contrast this experience with a visit for a physical, any MD visit, or an Allopathic modality. Finally, explore your own ideas about this modality.

Total (50 points)

4. Reaction Papers- Each member of the class will be required to write a brief reaction paper after each of the speakers. This should be about 2-3 pages in length and include both a summary of the class and your reaction to the demonstration/questions-answer

Total-50 pts.

5. Research/Book Chapter critique- you will do 4 articles

Follow the format below for your research critiques

Format- Theory pieces/Position papers/chapters

1. Title
2. Authors
3. Summary of the report- This should be a brief description of the main points of the reading. It may help to break it down by sections and then do an overall summary at the end.
4. Your critique- This is the section where describe what you think about the article. If you think the authors have made valuable and reliable points or if you think they are missing large areas, have not logically reached their conclusions, have their own agenda etc....

Format-Empirical pieces (where there are data, subjects

etc..)

1. Title
2. Authors
3. Introduction/ problem/ Rationale
4. Methods-How will they test the question, who will receive what treatment, when, how etc..)
5. Results- what did they find
6. Discussion- what did the authors say about the findings
7. Your critique - what do you think about the authors' conclusions

6. Tests- Each member of the class will be required to take 2 tests. These are worth 25 points each. 50 pts.

7. Participation and additional class assignments- 30 pts.

Grade Scale

A= 400-360

B= 359-320

C=319-280

D= 279-240