

## SEMESTER AT SEA COURSE SYLLABUS

### Colorado State University, Academic Partner

|                                 |                             |
|---------------------------------|-----------------------------|
| <b>Voyage:</b>                  | Fall 2018                   |
| <b>Discipline:</b>              | Health + Exercise Science   |
| <b>Course Number and Title:</b> | HES 145 Health and Wellness |
| <b>Division:</b>                | Lower                       |
| <b>Faculty Name:</b>            | Brian D. Butki, Ph.D.       |
| <b>Semester Credit Hours:</b>   | 3                           |

**Meeting:** A Days, 0800-0920, Vierjahres

**Prerequisites:** None

### COURSE DESCRIPTION

This course will acquaint the student with a basic understanding of individual health concerns, behaviors, and potential solutions across all six dimensions of wellness.

The purpose of this course is to provide a continuum of learning which educated individuals about health concerns and empowers people, as individuals and as members of social structures, to voluntarily make personal decisions, modify lifestyle practices, and change social conditions in ways which are health-enhancing. Through understanding of best health practices and socio-environmental standards and values, individuals can be taught to assume responsibility for their own health and wellness and, to some extent, for the health of others. The assumption of responsibility, in turn, brings about changes in behaviors and lifestyles. The holistic (multi-dimensional) approach to health and wellness is integrated within course content and represents a synthesis of facts, principles, and concepts drawn from biological, behavioral, sociological, and health sciences, and interpreted in terms of human needs, human values, and human potential.

### LEARNING OBJECTIVES

Upon completion of this course, students should be able to:

1. Define the multiple dimensions of wellness.
2. Describe the diverse cultural and personal factors that influence health and well-being.
3. Identify individual choices in response to wellness in order to set personal goals.
4. Analyze current personal, cultural, and societal health attitudes and beliefs.
5. List personal and cultural risk factors that can impact one's individual health and wellness.
6. Continue study in the health and exercise science profession as a career choice.
7. Understand his/her own level of health components and methods of changing it.

## REQUIRED TEXTBOOK

AUTHOR: Insel, P. & Roth, W.  
TITLE: Connect Core Concepts in Health  
PUBLISHER: McGraw-Hill Publishers  
ISBN #: 9780077496036  
DATE/EDITION: 2011 / 12<sup>th</sup> edition

Looseleaf version is fine, as are editions 13 or 14.

## TOPICAL OUTLINE OF COURSE

Depart Hamburg, Germany – September 9

A1–September 11: **Introduction, Wellness defined** Chapter 1

A2– September 13: **Lifelong wellness, 6 realms of wellness** Chapter 1

Barcelona, Spain – September 15-16

Valencia, Spain – September 17-18

A3–September 19: **Healthcare systems/insurance**

A4– September 21: **Exercise and Health** Chapter 13

Study Day – September 23: No Class

A5–September 24: **Exercise and Health** Chapter 13

A6–September 26: **Nutrition** Chapter 12

Tema, Ghana – September 27-28

Takoradi, Ghana – September 29-30

Community Programming – October 2: No Class

A7–October 3: **Nutrition / Weight Management** Chapters 12 & 14

A8– October 5: **EXAM 1**

Cape Town, South Africa – October 7-12

A9–October 13: **Sex and your body** Chapters 4 & 5

A10–October 15: **Sex and your body / STDs** Chapters 5 & 18

Study Day –October 16: No Class

A11–October 18: **Contraception and Abortion** Chapters 6 & 7

Port Louis, Mauritius – October 19

Study Day –October 21: No Class

A12–October 22: **Contraception and Abortion** Chapters 6 & 7

A13– October 24: **Pregnancy and Childbirth** Chapter 8

Cochin, India – October 25-30

Reflection and Study –October 31: Global Studies Reflection

A14–November 2: **Pregnancy and Childbirth** Chapter 8

Yangon, Myanmar – November 4-8

A15–November 9: **Stress and Stress Management** Chapters 2 & 3

Community Programming – November 11: No Class

A16–November 12: **Stress and Stress Management** Chapters 2 & 3

Ho Chi Minh City, Vietnam – November 14-18

A17–November 19: **Exam 2**

Study Day – November 21: No Class

A18– November 22: **Personality and Addictions** Chapter 11

Shanghai, China – November 24-29

A19–November 30: **Drugs, Alcohol, and Tobacco** Chapters 9 & 10

Kobe, Japan – December 2-6

A20– December 7: **Environmental Health** Chapter 23

A21–December 9: **Cardiovascular Health** Chapter 15

A22–December 11: **Cancer**

Study Day – December 12: No Class (International Date Line Crossing 2 days)

A23—December 13: **Diseases and infection**

Chapters 16 & 17

A24— December 15: **Ageing, Death, and Dying**

Chapters 19 & 20

Honolulu, Hawaii — December 16

Study Day — December 18: No Class

A25—December 19: **Final Exam**

Arrive San Diego, California — December 23

## **FIELD WORK**

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

### **Field Class & Assignment**

**Field Class:** The field class for this course is Tuesday, September 18 in Valencia, Spain.

**Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class.** Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

## **HEALTH AND WELLNESS: THE AMAZING RACE**

In class, we will review and understand the multiple dimensions of wellness (physical health, mental health, social health, environmental health, spiritual health, financial health, and intellectual health). Each one of them is important to us. Your mission (and you WILL choose to accept it) is to explore each of the areas of wellness in the host country, with your team of 3-4 classmates. The experience will allow your group to explore your own wellness as well as gain an understanding of the importance of each wellness dimension to the people of the host community. Activities will be completed “scavenger hunt” style, and will include visits to health clubs, schools, parks, tourist areas, religious centers, restaurants, and even government offices. Experiences will require you to explore (and improve) your own wellness and to understand the different emphases on the dimensions among your teammates and people of other cultures.

Examples of tasks: (see handouts for specific challenges/items)

Physical health: climb a minimum of 200 flights of stairs as a team; visit a grocery store and develop a weekly menu for a family of 4, using current nutrition guidelines (meet 100% of the

guidelines) and determine the financial cost; research the influence of drug/tobacco use in the community.

Spiritual health: visit churches from at least three different religions and describe their primary spiritual beliefs/tenets/deities; read a newsletter or article about religion and contrast it with your belief system; Visit a cemetery/post-death facility of ceremony to understand belief systems about afterlife

Social health: Experience something meaningful and new with someone who you have never met; Smile at 100 strangers and document their reactions; Observe five different common “social greeting” behaviors

Mental health: Participate in both somato-psychic and psycho-somatic stress management methods on site and determine the effectiveness of both; Observe occupational “mental health breaks” and describe how they can be modified to fit your lifestyle.

Environmental health: Visit sanitation program and observe recycling/composting programs, if any; experience pollution control behaviors and report seven unique behaviors; find and experience “back to nature” behaviors

Objectives: Explore the practical application of the dimensions of wellness and how those dimensions vary in importance and scope in different cultures.

## **METHODS OF EVALUATION / GRADING SCALE**

|                                  |                 |
|----------------------------------|-----------------|
| Exam #1                          | 100 pts.        |
| Exam #2                          | 100 pts.        |
| Exam #3                          | 100 pts.        |
| Field Experience                 | 100 pts.        |
| Journals                         | 25 pts.         |
| Scavenger Hunt                   | 25 pts.         |
| <u>Quizzes (best five count)</u> | <u>50 pts.</u>  |
| <b>Total Possible Points</b>     | <b>500 pts.</b> |

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

| <u>Excellent</u> | <u>Good</u> | <u>Satisfactory/Poor</u> | <u>Failing</u>   |
|------------------|-------------|--------------------------|------------------|
| 97-100%: A+      | 87-89%: B+  | 77-79%: C+               | Less than 60%: F |
| 93-96%: A        | 83-86%: B   | 70-76%: C                |                  |
| 90-92%: A-       | 80-82%: B-  | 60-69%: D                |                  |

## **ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM**

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

## **LEARNING ACCOMMODATIONS**

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from the student's home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to [academic@isevoyages.org](mailto:academic@isevoyages.org) as soon as possible, but no later than two months prior to the voyage.

## **STUDENT CONDUCT CODE**

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

## **RESERVE BOOKS FOR THE LIBRARY**

None

## **FILM REQUEST**

NONE

## **ELECTRONIC COURSE MATERIALS**

NONE

**ADDITIONAL RESOURCES**

NONE