

Phase 1: Initial Pathway Concept Proposal

1. Faculty Proposing Pathway: Name(s), Department(s):

| Name | Department | Email address |
|-----------------|-----------------------------|------------------------|
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2. Name of Proposed Pathway:

Health & Wellness

3. Abstract (briefly describe the intellectual focus of proposed Pathway, < 200 words)

Abstract for Faculty & Staff:

The Health & Wellness Pathway will provide students an opportunity to integrate knowledge and skills gained through pathway courses to an essential area of their lives, their health. Health goes beyond the biological context and also includes psychological, spiritual, emotional, and social components.

The symbiotic relationship between personal health and the environmental will be demonstrated using a multidisciplinary cohort of classes. Students will be provided the knowledge and skills needed to examine relevant theoretical models as well as those which promote effective life changes. These tools will assist students in understanding the reciprocal relationship between the mind and the body and in taking personal and social responsibility to create opportunities for improvement.

The achievement of optimal Health and Wellness is a lifelong process. Through a collaborative effort this pathway strives to provide the knowledge and skill bases needed to create optimal Health and Wellness. The common circular goals will be to understand the factors that define and determine Health and Wellness, promote healthy lifestyles, and enhance the quality of life. Classes will prepare students to examine and act in the present as well as to create new approaches in order to grapple with life's continuing challenges.

Abstract for Students:

Would you like to live to be 100 years of age? Over 65,000 people in the United States are 100 years old or older. You might be tempted to call them elderly, but many scientists call them “well-derly” as they have lived a long time and are still living well and happy lives. What does it take to live a long, healthy and happy life? What does it mean to have good health? What can you do to assist your family, community and global citizens to be well? The Health and Wellness Pathway will help you to examine the biological, psychological, spiritual, emotional and social factors to help you answer these kinds of questions, now and later in life.

In a collaborative effort among different disciplines of study this pathway will provide you with the knowledge and skill bases needed to create optimal Health and Wellness. In addition, this pathway strives to assist you to understand the factors that define and determine Health and Wellness, promote healthy lifestyles, and enhance the quality of life. Classes will prepare you to examine and act in the present as well as to create new approaches in order to grapple with life’s continuing challenges.

4. List existing and/or proposed courses that would fit in proposed Pathway (add additional courses as necessary):

| Course Number | Course Name | Disciplinary Area | Existing (Y/N) | Confirmed (Y/N) |
|--|---|-----------------------|----------------|-----------------|
| ART 100 | Art Appreciation | Arts | Y | Y |
| ART 227 | Introduction to Painting | Arts | Y | Y |
| ART 230 | Introduction to Print Making | Arts | Y | Y |
| ART 240 | Introduction to Photography | Arts | Y | Y |
| ART 250 | Introduction to Digital Media | Arts | Y | Y |
| ART 260 | Introduction to Ceramics | Arts | Y | Y |
| ART 270 | Introduction to Sculpture | Arts | Y | Y |
| ART 276 | Introduction to Glass Art | Arts | Y | Y |
| ART 493 (change to 293) | Development of Childhood Art | Arts | Y | Y |
| KINE 352 (change to lower division) | Introduction to Dance | Arts | Y | Y |
| THEA 112 | Acting for Non-majors | Arts | Y | Y |
| PHIL 104 | Personal Values | Humanities | Y | Y |
| PHIL ### | Health & Ethics | Humanities | N | Y |
| RELS 180 | Introduction to Religion | Humanities | Y | Y |
| NFSC ### | Non Diet Approach (Mindful Eating) | Individual & Society | N | Y |
| REC 180 | Leisure and Life | Individual & Society | Y | Y |
| SOC 100 | Intro to Sociology | Individual & Society | Y | Y |
| SWRK 170 | Social Welfare Institutions: A Response to power and scarcity | Individual & Society | Y | Y |
| PSYC 152 | Developmental Wellness | Societal Institutions | N | Y |

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|-----------------------|--|----------------------|---|---|
| HCSV 160 | Personal Health | Learning for Life | Y | Y |
| HCSV 265 | Sexuality | Learning for Life | Y | Y |
| KINE 110 | Physical Fitness (online) | Learning for Life | Y | Y |
| NSFC 100 | Basic Nutrition | Learning for Life | Y | Y |
| RELS### | Health, Healing, & Wellness | Learning for Life | N | Y |
| RELS 264 | Death, Dying, and the afterlife | Learning for Life | Y | Y |
| SOCI 133 | Sociology of Sexuality | Learning for Life | Y | Y |
| PHIL 321 | Ethics & Human Happiness | UD - Humanities | Y | Y |
| PHIL 322 | Science and Human Values | UD-Humanities | Y | N |
| PHIL 323 | Moral Issues in Parenting | UD - Humanities | Y | Y |
| PHIL 324 | Philosophical Perspectives on sex & Love | UD - Humanities | Y | Y |
| PHIL 327 | Biomedical Ethics (W) | UD-Humanities | Y | Y |
| RELS 341 | Religion, Ethics and Medicine | UD-Humanities | Y | N |
| ANTH 435 | Medical Anthropology | UD – Social Sciences | Y | N |
| ECON 352/ HCSV 333 | Medical Economics | UD – Social Sciences | Y | Y |
| HCSV 325 | Consumer Health | UD – Social Sciences | Y | Y |
| HCSV 370 | Drugs in Our Society | UD – Social Sciences | Y | Y |
| SOCI 363 | Sociology of Stress | UD – Social Sciences | Y | Y |
| SWRK ### | Mental Health Recovery | UD – Social Sciences | N | Y |
| BIO 3## | Infectious Diseases | UD - Sciences | N | Y |
| BIO 3## | Genetics and Lifestyle Diseases | UD – Sciences | N | Y |
| HCSV 363 | Child Health | UD – Sciences | Y | Y |
| HCSV 368 | Women’s Health | UD - Sciences | Y | Y |
| NFSC 303 | Nutrition/Fitness | UD – Sciences | Y | Y |

(1) Disciplinary Area = Arts, Humanities, Social Sciences, Life-long Learning, Nat’l Sciences.

(2) Existing = Course already exists (Y/N)

(3) Confirmed = Instructor has confirmed interest in including course in Pathway.(Y/N)

5. Pathways must meet several criteria including: intellectual cohesion, multi-disciplinary, appropriate for a minor, appeal to students and coverage of GE SLOs. Briefly address how the proposed Pathway fulfills each of these criteria. Please be specific, but brief.

A. Intellectual Cohesion (How will intellectual theme of Pathway be sustained by proposed courses?):

The unifying content among courses within in the pathway will be the focus on at least one of the five components of health: biological, psychological, spiritual, emotional, and social. Proposed pathway courses come from three colleges and fourteen departments. The classes will differ in perspective, class level, pedagogy, and desired outcome. Pathway courses will examine cross-cultural, global, political, economic, spiritual, ethical, philosophical, historical, and/or scientific affects on Health and Wellness to ensure that students understand the interdependent relationship between these factors and Health and Wellness. In addition, pathway courses will provide students with the knowledge and skills necessary to assess Health and Wellness and promote change at an individual or societal level.

B. Multi-disciplinary (How do courses involved elucidate the Pathway's topic?):

Multidisciplinary is built into the definition of health used for this pathway: biological (life sciences), psychological (life & social sciences), spiritual (humanities and some behavioral and social science), emotional (behavioral and social science and some humanities), and social (behavioral and social science and humanities).

In addition, each of the Health & Wellness pathway courses will use a multi-disciplinary approach to teach students about health and wellness. This pathway includes courses from 14 different departments providing a breadth of education across numerous departments and colleges.

C. Appropriate for Minor (How does Pathway contribute to a liberal arts-based minor? Is there duplication with existing minors?):

Health affects each person individually as well as our society as a whole. The study of Health and Wellness would benefit any student and complement any major. Health and Wellness forms a plausible focus for the general study of many different topic areas. As some examples: with anthropology (how humans and societal structures have affected health and wellness), with economics (the relationship between health & wellness and the production, distribution, and consumption of goods and services), with religious studies (secular study of religious beliefs, behaviors, and institutions connected to health & wellness), and with philosophy (critical examination of ideas about ourselves and the world associated with health & wellness).

The Health Science minor is the only existing minor that has some topic duplication with the Health and Wellness Pathway. To meet the needs of their students, the Department of Health & Community Services is replacing the Health Science minor with a minor in Health Promotion. There is no duplication between the core courses required for this minor and the Health & Wellness pathway.

D. Appeal to Students (What indications are there of student interest in this Pathway?):

Contemporary Health Issues (Theme B) is currently the most popular theme at Chico State. Between the fall of 2006 and spring of 2008 Theme B courses had an average semester enrollment of 984 students per semester out of 5,804 students counted. This equals 17% of students counted. The Health & Wellness pathway used the courses from Theme B as its roots and grew to include courses that will meet students' lower-division general education requirements as well as deepen their understanding of health. Based on the proposed pathway courses and enrolment for the spring and fall 2010 semesters, the Health and Wellness pathway would average 2,614 students per semester if the pathway was presently in existence.

These enrollment figures suggest that students are presently interested in health issues. Are they likely to maintain this interest in the future as the topic expands to include an emphasis on wellness? Will they be interested in taking a larger number of courses in the area? Three sets of evidence indicate that the answer will be "Yes" to both of these questions. First, minors in Health and Wellness are growing in popularity on American campuses. These programs are multi disciplinary and range from 12 to 19 units. Schools offering Health and Wellness minors include Cedar Crest College, Stonybrook University, Purdue University-North Central, Syracuse University and CSU Monterey Bay. The compositions of the minors vary, but the description from the CSUMB catalog is a general summary of the underlying philosophies: "Anyone wanting to live optimally and assist family, community and personal well being will benefit". Second, health and healthcare are important topics of national discussion. Newspapers and professional journals have composed lists of the top national trends including the emergence of alternative modes of health care delivery, including care outside of physicians' offices, "home health" and telehealth. Our students as future citizens will be discussing these local topics. International health concerns such as the increased focus on outbreak preparedness will also capture their continuing interest. Third, students will be interested in being able to evaluate new technologies for their

personal benefit. For example, Hoozinga Game Media is promoting a new computer game called “Khemia”. It is designed to help smokers to quit. Should students purchase the game, or should they wait for the smoking cessation “app” which is being created for the iPhone? Should they keep doing their sit ups or should they wait for Zeltiq’s “CoolSculpting” to come to the United States? Already available in some European countries, the \$3000 treatments promise to diminish bulges by freezing fat cells.

Data gathered at Chico State as well as the national data indicates strong relevance and student support for the Health & Wellness Pathway.

E. GE SLOs (How are GE SLOs covered by Pathway?):

Using active inquiry, courses within the Health & Wellness pathway will provide students with the tools needed to examine relevant theoretical models as well as those which promote effective life changes. These tools will assist students in understanding the reciprocal relationship between the mind and the body and in taking personal and social responsibility for one’s own opportunities and responsibilities.

Students will move through Pathway courses in a variety of ways. It is important that each class in the Health and Wellness Pathway utilize SLOs that promote the acquisition of the cognitive and behavioral tools.

Examples of GE SLOs that would be utilized in classes of the pathway would be:

- Develop communication skills (oral and written), interpersonal skills, critical thinking skills, technological skills, and reflective skills necessary to enhance their knowledge of health and wellness. (oral communication, written communication, and critical thinking)
- Students can determine the relevance of health and wellness theories, models, and practices to specific populations, locations, historical and personal periods. (diversity, sustainability, personal and social responsibility and critical thinking)
- Develop an understanding of health and wellness from various culturally, socially, and ethnically diverse areas. (diversity)
- Understand direct and indirect costs of personal and social decisions made about personal, social and global health issues. (active inquiry, personal and social responsibility and mathematical reasoning)
- Students can recognize questionable assumptions and missing information in discussions and readings on topics in health and wellness. (critical thinking and mathematical reasoning)
- Students can evaluate the credibility of health and wellness practices. (critical thinking and active inquiry)
- Acquire the skills and knowledge necessary to facilitate and support growth in the multiple dimensions of health: physical, mental, emotional, spiritual, social and environmental. (active inquiry)
- Disseminate knowledge that will contribute to individual, social and global health and well-being. (oral communication and written communication)
- Students can identify important issues in each of the major areas of health and wellness: biological, psychological, spiritual, emotional and social. (active inquiry)
- Relate the economics of personal and social influences of health and wellness to individuals as well as global decisions made about health, healthcare and wellness issues. (sustainability)

6. Describe planned or actual campus outreach efforts to inform/include faculty from across disciplines/colleges. *If applying for an FLC grant, indicate planned frequency of meetings here.*

The Health & Wellness pathway grew out of Theme B: Contemporary Health Issues. This theme includes courses from five departments: Health & Community Services, Nutrition, Philosophy, Biology, and Sociology. All departments involved in the theme support the creation of a pathway based on the theme.

The Health & Wellness theme is currently being developed by professors in the departments of Health & Community Services, Psychology, Kinesiology, and Religious Studies. The four departments involved in the creation of the pathway demonstrate inter-departmental collaboration as well as inter-college collaboration. The four individuals who are developing this pathway have met several times in person and through email from April of 2010 to current date for the development and proposal of the Health & Wellness pathway. Representatives from the FLC have been present at each of the GEAC opportunities to communicate information about the pathway to GEAC as well as others in attendance.

The pathway coordinators have developed an email distribution list for those individuals and departments that support the Health & Wellness pathway. The breadth of this list demonstrates the inter-department and inter-college support for this pathway. This list includes professors, department chairs, and/or directors from Art, Biology, English, Health & Community Services, Kinesiology, Nutrition & Food Sciences, Philosophy, Psychology, Religious Studies, Sociology, Theatre, and the Counseling and Wellness Center. There has been regular communication between the FLC and the above list of people since last spring. The email list has been used to distribute ideas and updates as well as receiving feedback on the pathway.

7. Describe planned or actual student outreach efforts to gauge student interest in proposed Pathway.

Professors who are currently teaching courses from Theme B: Contemporary Health Issues have already used their courses to discuss the potential development of the Health & Wellness Pathway. Students' input has been provided regarding interest in the pathway, potential names, learning objectives, and course inclusion. Pathway developers will continue to use Theme B students as well as students within their own disciplines to develop the pathway. Focus groups of students will meet early in the fall semester to provide feedback.

When the Health & Wellness pathway moves to the next stage of pathway development (as one of the final pathways) student feedback will become even more imperative and will be sought for course selection.

8. Additional information on Pathway.

Proposed Health & Wellness Courses by Disciplinary Area

Links to Foundations Courses:

Bio 104: Human Physiology

Phil 102: Logic and Critical Thinking (need to talk to dept)

NSCI 102: Genetics

| | Health & Wellness Pathway |
|-----------------------|--|
| Arts | ART 100: Art Appreciation ART 227: Introduction to Painting ART 230: Introduction to Print Making ART 240: Introduction to Photography ART 250: Introduction to Digital Media ART 260: Introduction to Ceramics ART 270: Introduction to Sculpture ART 276: Introduction to Glass Art ART 293: (formerly 493) Development of Childhood Art KINE 352: (will change to lower division) Introduction to Dance THEA 112: Acting for non-majors |
| Humanities | PHIL 104: Personal Values PHIL ???: Health & Ethics RELS 180: Introduction to Religion |
| Individual & Society | NFSC ???: Non-Diet Approach (Mindful Eating) REC 180: Leisure & Life SOCI: Intro to Sociology SWRK 170: Social Welfare Institutions: A Response to Power & Scarcity |
| Societal Institutions | PSYC 152: Developmental Wellness (formerly PSYC 352: Aids, Aides & AIDS) |
| Learning for Life | HCSV 160: Personal Health HCSV 265: Sexuality KINE 110: Physical Fitness NFSC 100: Basic Nutrition RELS 264: Dying, Death, and Afterlife (spring)/RELS ???: Health, Healing & Wellness (fall) SOCI 133: Sociology of Sexuality |
| UD – Humanities | PHIL 321: Ethics & Human Happiness PHIL 322: Science & Human Values PHIL 323: Moral Issues in Parenting PHIL 324: Philosophical Perspective on Sex & Love PHIL 327: Biomedical Ethics (W) |
| UD – Social Sciences | ANTH 435: Medical Anthropology ECON 352/HCSV 333: Medical Economics HCSV 325: Consumer Health HCSV 370: Drugs in Our Society SOCI 363: Sociology of Stress SWRK ???: Mental Health Recovery |
| UD - Sciences | BIO 30?: Infectious Diseases BIO 31?: Genetics and Lifestyle Diseases HCSV 363: Child Health HCSV 368: Women’s Health NFSC 303: Nutrition/Fitness |

See attached letters of support from:

- Gayle Hutchinson, Dean, College of Behavioral and Social Sciences
- Celeste Jones, Director, School of Social Work
- Rebecca Lytle, Chair, Kinesiology

- Brian Oppy, Chair, Department of Psychology
- Mary Portis, Chair, Department of Health & Community Services
- Dennis Rothermel, Chair, Department of Philosophy
- Kathryn Sillman, Chair, Department of Nutrition and Food Sciences