

01:377:240 Living Well: A Seminar on Lifestyle and Health (1.5 Credits)
Department of Kinesiology and Health, Rutgers University
Summer, 2020

COURSE FORMAT: Hybrid

Online portion: Canvas course site
In person portion: Seminar on Saturday June 6th and Sunday June 7th from 9 am to 6:30 pm in the Rutgers Institute for Food Nutrition and Health, 61 Dudley Rd, New Brunswick, NJ 08901

INSTRUCTOR: Andrea Spaeth, Ph.D.

Office: Loree Classroom Building 002

Phone: 848-932-0271

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COURSE DESCRIPTION:

This course is designed to educate students on lifestyle changes to improve their overall health and well-being. A panel of speakers will discuss how to improve health through changes in physical activity, sleep, diet, stress management and substance use. The course also includes activity sessions to allow students to actively learn techniques for improving their well-being.

COURSE OBJECTIVE:

By the end of the course, the successful student will be able to:

1. Display knowledge of how changes in lifestyle can significantly improve health and well-being
2. Identify and explain how to improve physical and mental health through changes in diet, physical activity, sleep, stress management, and substance use
3. Manage stress using mindfulness meditation, yoga, and other behavioral and cognitive strategies
4. Use simple change management and motivational techniques to break entrenched habits for better health
5. Apply these same principles and practices to help clients, staff members, friends and family improve their health

REQUIRED TEXTBOOK:

Lifestyle Medicine: A manual for clinical practice. Editors: Jeffrey Mechanick & Robert F. Kushner. Springer. ISBN 978-3-319-24687-1

You are to read the following chapters from the textbook and complete the accompanying pre-seminar quiz (link on Canvas) by **June 5, 2020**.

- The Importance of Healthy Living and Defining Lifestyle Medicine (pg. 9-15)
- Paradigms of Lifestyle Medicine (pg. 29-40)
- Physical Activity Measures (pg. 77-82)
- Guidelines for Healthy Eating (pg. 97-104)
- A Review of Commercial and Proprietary Weight Loss Programs and Wellness (pg. 105-120)
- Physical Activity Programs (pg. 121-127)
- Alcohol Use and Management (pg. 151-159)
- Sleep Management (pg. 161-170)
- Integrative Medicine (pg. 171-182)
- Community Engagement and Networks: Leveraging Partnerships to Improve Lifestyle (pg. 191-197)

ASSIGNED READINGS:

Six peer-reviewed journal articles that review the relevant literature on each health topic are available as PDFs on the course Canvas site. You are to read these articles carefully and complete the accompanying post-seminar quiz (link on Canvas) by **June 30, 2020**.

METHODS: Egger, G. (2018). Defining a Structure and Methodology for the Practice of Lifestyle Medicine. *Am J Lifestyle Med*, 12(5), 396–403.

PHYSICAL ACTIVITY: Warburton, D. E., & Bredin, S. S. (2016). Reflections on physical activity and health: what should we recommend?. *Canadian Journal of Cardiology*, 32(4), 495-504.

SLEEP: Irish, L. A., Kline, C. E., Gunn, H. E., Buysse, D. J., & Hall, M. H. (2015). The role of sleep hygiene in promoting public health: A review of empirical evidence. *Sleep medicine reviews*, 22, 23-36.

DIET: Skerrett, P. J., & Willett, W. C. (2010). Essentials of healthy eating: a guide. *Journal of midwifery & women's health*, 55(6), 492-501.

STRESS: Slavich, G. M. (2016). Life stress and health: a review of conceptual issues and recent findings. *Teaching of Psychology*, 43(4), 346-355.

SUBSTANCE USE: Schulte, M. T., & Hser, Y. I. (2013). Substance use and associated health conditions throughout the lifespan. *Public Health Reviews*, 35(2), 1-23.

COURSE REQUIREMENTS:

PRE SEMINAR VIDEO:

Students will watch a pre-seminar video that provides an overview of the syllabus, what is expected of the students, what is expected of them in terms of assignments (Quiz, Health Behavior Logs, Discussion Board, Group Project, Reflection Paper and Wrap-up Paper), and how to utilize Canvas. A 1.5-hour lecture on the state of health for undergraduate students and the importance for intervention at this developmental period will follow. Finally, students will be assigned into groups and will be prompted to exchange contact information with one another. This video will be available on Canvas starting **May 26, 2020** at 12:00am EST and will remain available for viewing until 11:59pm EST **May 28, 2020**.

PRE-SEMINAR GROUP MEETING:

Prior to the start of the seminar, students will need to meet with their group members (either in-person or virtually) to start discussing ideas for their group project.

QUIZ (25% of total grade):

Students must complete 2 quizzes on the assigned readings. The pre-seminar quiz must be completed by 11:59 PM EST on **June 5, 2020** and the post-seminar quiz must be completed by 11:59 PM EST on **June 30, 2020**. The quiz will be available on Canvas and will consist of multiple choice, true/false, fill-in-the-blank and short answer questions. The pre-seminar quiz is worth 40 points and the post-seminar quiz is worth 35 points.

ATTENDANCE & PARTICIPATION (10% of total grade):

Attendance at pre- and post-seminar virtual videos, pre- seminar group meeting, and all sessions during the 2-day seminar is **required** for students taking the course for credit. Attending and actively participating/being engaged in each session is worth 30 points (students will be awarded 2 points for attending and participating in each online and in-person seminar/experiential learning session).

HEALTH BEHAVIOR LOGS (10% of total grade):

Students will track sleep, stress levels, diet, exercise and substance use using an electronic diary via Canvas. Students will complete daily entries that will be submitted into the online diary weekly for 1 week before and 4 weeks after the seminar. Logs will be due by 11:59pm EST on Fridays (**June 5th, 12th, 19th, 26th, and July 3rd**). Students will use these diaries to assist in self-assessment. These logs will be worth 30 points (6 points/log).

REFLECTION PAPER (10% of grade):

After the seminar, students will read an article about the importance of reflection for the consolidation of learning through experience and how to effectively use reflection after an experience (Murdoch-Eaton D, et al. Reflection: moving from a mandatory ritual to meaningful professional development. *Arch Dis Child* 2014; 99:279–283.). Students will then write a 3-page paper reflecting on how they can incorporate what they have learned during the seminar into their daily lives in order to improve health and wellness using their pre-seminar Health Behavior Log as a guide for self-assessment. Students can focus on a specific health area where they really struggle or touch on how they could improve in each area. Papers should be double-spaced, Times New Roman 12-point font with 1" margins. The students name should be left aligned as the header. Papers need to be submitted via Canvas by 11:59 PM EST on **Friday June 12, 2020**. The paper is worth 30 points.

GROUP PROJECT (25% of total grade):

Students will work within groups of 4 during the course to create a Health Behavior Change Initiative. Groups of 4 will be assigned by the instructor and posted on Canvas. Each group will select a behavior to target: sleep, diet, physical activity, stress or substance use, and a target audience (e.g., teens, college students, racial minorities, urban youth etc.). Then, together students will develop a prevention or intervention initiative to encourage others to make lifestyle behavior changes that will improve their health and wellness. Strategies and content of the initiative should be supported by peer-reviewed scientific articles. Each initiative will be communicated in a group PowerPoint presentation that should cite at least 5 peer-reviewed sources, and these should be formatted in APA at the bottom of the PowerPoint slide where they are referenced.

Groups will present their initiative in a 15-minute PowerPoint presentation that they will record after the 2-day seminar (see deadline below). The group will coordinate a day and time that they all can meet to practice and record their presentations. A video file of the presentation will be uploaded to Canvas and the instructor will view this video for grading. Each student in each group must present for approximately 3-4 minutes to ensure equity of workload. All presentations must be uploaded to Canvas by 11:59 PM EST on **Wednesday June 17, 2020**.

All students must view all presentations uploaded to Canvas. After viewing each 15-minute presentation, students will post what they learned/liked about the presentations, questions they had, and ways the presentation could have been improved. Student responses to each presentation must be uploaded to Canvas by 11:59 PM EST on **Monday June 22, 2020**.

The group project is graded individually and is worth 75 points (60 points for the student's contribution to their own group's presentation and 15 points for the student's feedback of the other group presentations).

WRAP-UP PAPER (20% of grade):

After posting their presentations and getting feedback from students, reflecting on their experience at the seminar, and reading additional information on each health behavior, students will revisit their group project initiative. Students will write a 3-page paper examining the effectiveness of their initial initiative and discussing proposed changes that they would make. Students should cite at least 3 additional references on their topic that were not originally used in the group presentation. Papers should be double-spaced, Times New Roman 12-point font with 1" margins. The students name should be left aligned as the header. References should be cited within the text and at the end of the document using APA style. Papers need to be submitted via Canvas by 11:59 PM EST on **Friday July 3, 2020**. The paper is worth 60 points.

POST SEMINAR VIDEO:

Students will watch a post-seminar video during which she will provide an overview of the group projects and reflection papers and make connections between the seminars and experiential learning sessions that took place during the 2-day in-person seminar. This video will be available on Canvas starting at 12:00am EST on **July 1, 2020** and will remain available for viewing until 11:59pm EST **July 3, 2020**.

GRADING:

270-300 points	90-100%	A	255-269 points	85-89.9%	B+
240-254 points	80-84.9%	B	225-249 points	75-79.9%	C+
210-224 points	70-74.9%	C	180-209 points	60-69.9%	D
0-179 points	00-59.9%	F			

***If students prefer to take the course Pass/Fail, they should review the Rutgers University Pass Fail policy with their school or department advisor.

<https://sasundergrad.rutgers.edu/degree-requirements/policies/pass-no-credit-courses>

CLASS POLICIES

Electronic Devices:

Laptops, tablets etc. are only permitted in class if they are being used for course-related purposes. Cell phones should either be turned off or on silent mode during in-class seminars and activity sessions. For the online portion of the course, you will need an electronic device with internet connection and web browser that's compatible with course content on Canvas.

Honor Policy:

Rutgers University is built upon a strong foundation of integrity, respect, and trust. All students are expected to know and follow the academic integrity policy of Rutgers University. This policy can be found at <http://ctaar.rutgers.edu/integrity>. Should you have any questions about this policy, please contact the instructor.

Disability Services

Phone: (848) 445-6800

Address: Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854

Website: <https://ods.rutgers.edu/>

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. **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>.

Student-Wellness Services:

Just In Case Web App

<http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

Phone: (848) 932-7884

Address: 17 Senior Street, New Brunswick, NJ 08901;

Website: www.rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

Phone: (848) 932-1181

Address: 3 Bartlett Street, New Brunswick, NJ 08901

Website: www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty.

Scarlet Listeners

Phone: (732) 247-5555

Website: <http://www.scarletlisteners.com/>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.

COURSE SCHEDULE OVERVIEW

Before the seminar:

- Watch a 2h virtual pre-seminar video (available May 26 – 28, 2020)
- Attend a 3 hour in-person meeting with fellow group project members (anytime before June 6, 2020)
- Track personal health behaviors for 1 week from May 29 – June 5, 2020
- Complete pre-seminar readings and pre-seminar quiz on Canvas by 11:59 PM June 5, 2020

Day 1: Saturday, June 6th	Time
Welcome Session: Overview of goals (Labros Sidossis & Andrea Spaeth)	9:00 – 9:15
Seminar Session 1: Lifestyle factors & health across the lifespan (Labros Sidossis)	9:15 – 10:00
Seminar Session 2: Benefits of physical activity for mental and physical health (Peter Kokkinos)	10:00 – 11:00
Activity Session 1: Tour the IFNH Center for Human Nutrition, Exercise and Metabolism to learn about health assessments (Sue Shapses and Peter Kokkinos)	11:00 – 11:45
BYO Lunch: Students work on group projects, spend time outside (weather permitting)	12:00 – 1:00
Seminar Session 3: Causes and consequences of sleep loss and circadian misalignment (Andrea Spaeth)	1:15 – 2:15
Seminar Session 4: Health disparities (Perry Halkitis)	2:15 – 3:15
Activity Session 2: Yoga (Steff Galante)	3:30 – 4:15
Group Session 1: Independent group work time for project (creating an effective behavior change campaign, each group will select a behavior to target: sleep, diet, physical activity, stress or substance use)	4:30 – 6:30

Day 2: Sunday, June 7th	
Welcome Session: Review of Day 1, Overview of Day 2 (Andrea Spaeth)	9:00 – 9:15
Seminar Session 5: The importance of a diet for health and well-being (Jennifer Bridenbaugh)	9:15 – 10:15
Seminar Session 6: Stress management: causes and consequences of stress, coping strategies and stress reduction tools (Peter Economu)	10:15 – 11:15
Activity Session 3: Mindfulness Practices (Siobhan Gibbons)	11:15 – 12:00
BYO Lunch: Students work on group projects, spend time outside (weather permitting)	12:15 – 1:15
Seminar Session 7: Substance use: prevalence and patterns of substance use; consequences of substance use for health (Marsha Bates)	1:30 – 2:30
Activity Session 4: Intensati (Stacy Trukowski & Hildie Dunn)	2:45 – 3:30
Seminar Session 8: Scientific basis of behavior change in the short & long term (Jen Buckman)	3:15 – 4:15
Activity Session 5: Motivational Interventions to promote behavior change (Laura Hoge)	4:15 – 5:00
Group Session 2: Independent group work time for project (creating an effective behavior change campaign, each group will select a behavior to target: sleep, diet, physical activity, stress or substance use)	5:15 – 6:30

After the seminar:

- Track personal health behaviors for 4 weeks from June 5 – July 3, 2020
- Complete post-seminar readings and take post-seminar quiz on Canvas by 11:59 PM EST July 3, 2020
- Submit reflection paper by 11:59 PM EST June 12, 2020
- Upload group presentations as video file to Canvas by 11:59 PM EST June 17, 2020
- Watch other group presentations and post feedback by 11:59 PM EST June 22, 2020
- Watch a virtual 2h post-seminar video available July 1 – July 3, 2020
- Submit wrap-up paper by 11:59 PM EST July 3, 2020

Group Project Rubric

Each student is graded individually on their contribution to the group presentation; however, there is one component that is based on the group as a whole (Format, Group Dynamics)

Student Name: _____

Project Title: _____

	Exceptional 10-15 points	Proficient 5-10 points	Unacceptable 0-5 points
Organization/Focus	Identifies & understands the need for the initiative. Clearly states and defines their section, in detail. Never diverges from their topic.	Somewhat identifies & understands the need for the initiative. States and defines their section of the initiative, but with details missing. Sometimes diverges from their topic.	Doesn't clearly identify & understand the need for the initiative. Does not clearly define their section of the initiative, important details missing. Diverges from the topic.
Content/Critical Thinking -inclusion of information from the course	Draws conclusions and makes connections to course content. Visuals augmented and extended comprehension of the issues in unique ways. Their initiative section was creative and original.	Draws some conclusions and briefly ties to course content. Use of visuals related to the material. Their initiative section was lacking some creativity and originality.	Does not make a connection to course content. Visuals did not add to their section of the presentation. Their initiative section was neither original nor creative
Format -APA -Time	Presentation included 5 APA sources properly cited Presentation lasted 15 minutes (± 1 minute)	Less than 5 cited sources, or incorrect citations. Presentation was close to correct timing but was slightly short/long	Not enough sources and incorrect APA format. Presentation was too short (5 minutes or less) or too long (over 18 minutes)
Speaking Mechanics	Delivers ideas in a clear and concise manner, without depending too much on notes. Volume, pacing and gestures contribute maximally to the presentation.	Delivery of the presentation was made but with dependence on notes and hesitation. Some eye contact and good voice volume, tone and pacing. Some appropriate gestures that supported the presentation.	Presenter was not prepared to present to the audience. Marked lack of eye contact, poor voice volume, tone and pacing. Inappropriate gestures which detracted from the presentation.
Group Dynamics	Everyone presented equally with good flow between members.	There was some inequality in members contributions; flow was affected.	Obvious disparity between group members contributions, and lack of flow between members.

Notes:

Final Score: _____

Wrap-up Paper Rubric

Student name:

Project Title:

	Exceptional 7-10 points	Proficient 3-7 points	Unacceptable 0-3 points
FOCUS --inclusion of topics from the course	Clearly states the purpose of the initiative and incorporates relevant feedback. Never diverges from the topic. Draws conclusions and makes connections between course content, new readings, and student feedback.	Implies but does not clearly state the initiative and/or feedback/ Rarely diverges from the topic. Draws some conclusions and briefly ties to course content, new readings, and student feedback.	Does not state or imply the purpose of the paper (initiative and feedback). Diverges from the topic. Does not make a connections to course content, new readings, or student feedback.
CONTENT -critical thinking and analysis of original project	Demonstrates a thorough analysis of original project's strengths and weaknesses, including information gained from additional readings and student feedback. 3 additional high-quality and highly-relevant references are cited	Demonstrates a good analysis of initial project's strengths and weaknesses, includes some information gained from additional readings and student feedback but is not fully integrated. 3 additional references are cited but they are not high quality/not as relevant	Poor or no analysis of initial project's strengths and weaknesses. Lacks a summary of the new information gained from additional readings and student feedback. Less than 3 or poor-quality, irrelevant additional references
ORGANIZATION -structure -writing style	Presents the reflection in a compelling, highly-organized manner. Includes the following elements: -Attention-getting introduction which includes thesis statement -Effective transitions -Reflective conclusion Adheres to all format guidelines (APA references, font and margin sizes, page length)	Presents the reflection in a well-organized manner. Includes the following elements: -Introduction with thesis statement -Transitions -Conclusion Adheres to format guidelines (APA references, font and margin sizes, page length) but there are mistakes/errors	Presents the reflection in a poorly organized manner. Elements are missing that impact understanding: -No introduction -No transitions -No conclusion Does not adhere to format guidelines (APA references, font and margin sizes, page length)

Notes:

Final Score: _____

Reflection Paper Rubric

Student name: _____

	Exceptional 7-10 points	Proficient 3-7 points	Unacceptable 0-3 points
FOCUS -critical thinking -use of cited reflection paper	Clearly states the purpose of the paper. Never diverges from the topic. Makes strong link to cited paper.	Implies but does not clearly state the purpose of the paper. Rarely diverges from the topic. Mentions cited paper.	Does not state or imply the purpose of the paper. Diverges from the topic. No mention of cited paper.
CONTENT -inclusion of topics from the course	Demonstrates a thorough self-reflective analysis including a summary of the activity supported by specific and illustrative details. Draws conclusions and makes connections to course content.	Demonstrates a reflective analysis including a summary of the activity supported by details. Draws some conclusions and briefly ties to course content.	Lacks development and self- reflection. Does not include a summary of the activity or has insufficient details. Does not make a connection to course content.
ORGANIZATION -structure -writing style	Presents the reflection in a compelling, highly-organized manner. Includes the following elements: -Attention-getting introduction, which includes thesis statement -Effective transitions -Reflective conclusion Adheres to all format guidelines (font and margin sizes, page length)	Presents the reflection in a well-organized manner. Includes the following elements: -Introduction with thesis statement -Transitions -Conclusion Adheres to format guidelines (font and margin sizes, page length) but there are mistakes/errors	Presents the reflection in a poorly organized manner. Elements are missing that impact understanding: -No introduction -No transitions -No conclusion Does not adhere to format guidelines (font and margin sizes, page length)

Notes:

Final Score: _____