

EASTERN MICHIGAN UNIVERSITY
DIVISION OF ACADEMIC AFFAIRS

LEARNING BEYOND THE CLASSROOM:
NON-COURSE REQUEST FOR LBC DESIGNATION IN GENERAL EDUCATION

CONTACT PERSON: ROSALYN L. BARCLAY, PH.D. OR MARY JO DESPREZ

CONTACT PHONE: 7-1118; 7-2226 _CONTACT EMAIL: rbarclay@emich.edu; maryjo.desprez@emich.edu

DEPARTMENT: UNIVERSITY HEALTH SERVICES

DEPARTMENT HEAD: ELLEN GOLD

1. Workshop/Experience Title: **Wellness Wheel - Keep it Round and Rolling**

The experience must require a commitment equivalent to what would be a minimum of 1 credit hour (15 contact hours). In your description, demonstrate how this will be accomplished.

2. Description

During fall and winter semesters, a minimum of ten (10) workshops focusing on The Six Dimensions of Wellness will be offered to all EMU students. Three departments in the Division of Student Affairs will provide these experiences: University Health Services (Health Education and Counseling Services), Career Services Center and Student Judicial Services. Each workshop will involve 1 to 2 hours of instruction and participation. Workshops may also be offered in spring and summer terms. Students will be able to satisfy the 15 hour Self and Wellbeing Learning Beyond the Classroom requirement within one academic year.

In order to provide a coherent learning experience, all sessions will follow a similar format:

- a) Brief discussion of the Wellness Wheel and the importance of balance in maintaining a healthy life,
- b) Self assessment of current "Wellness" behaviors in each dimension,
- c) Instruction about a specific dimension of Wellness and its value in maintaining health or reducing risk,
- d) Opportunity to gain and/or practice skills or to discuss the dimension in greater depth,
- e) Opportunity to set a personal goal related to the Wellness dimension being discussed.

The Dimensions of Wellness are typically cited as Physical, Intellectual, Emotional, Social, Occupational and Spiritual. These dimensions can be incorporated into the focus areas noted in the Self and Well-Being section of Learning Beyond the Classroom: **physical, mental and emotional well-being of the whole person.**

The 15 instructional hours will address topics from each of the three areas while emphasizing the interconnectedness of Dimensions of Wellness.

Workshops relating to **physical** wellbeing may include such topics as Alcohol and Other Drugs, Sexual Health and Sexual Decision Making, Getting a Good Night's Sleep, When to Seek Medical Care, Reducing Risk for Sexual Assault.

Workshops relating to **mental** wellbeing may include Conflict Resolution, Reducing Test Anxiety, How do I Learn Best?, Time Management, Every Body Counts (body image and self-esteem), Myers-Briggs and Working Relationships, Choosing a Career.

Workshops addressing **emotional** wellbeing may include Building Self-Esteem, Managing Depression, Managing Anxiety, Healthy Relationships, Coping with Stress, Healthy Communication, Becoming More Assertive.

3. Check the LBC requirement this program is intended to meet.

Learning Beyond the Classroom (LBC designation). Please designate the specific LBC category:

—Self and Well Being

Community Service, Citizenship, and Leadership

Cultural and Academic Activities and Events

Career and Professional Development

International and Multicultural Experience

Undergraduate Research

4. Rationale. Provide a concise, clear, jargon-free explanation of how this experience fits into the General Education program and why it fulfills a Learning Beyond the Classroom requirement. This rationale must be included on the materials distributed to students participating in the experience, (excluding promotional materials).

EMU's General Education requirement is intended to prepare students to participate in a global community and become informed world citizens. These Wellness Workshops are intended to help students gain knowledge about the dimensions of wellness and their interconnectedness, become more aware of their skills/deficits in each dimension, learn new skills and/or increase motivation to make "healthy" choices and reduce risks. As a result they will be able to balance the physical, mental and emotional aspects of their lives and become more effective, active participants in the global community.

5. Clearly and concisely explain how this program meets each of the General Education outcomes for the requirement checked in number three (all outcomes of selected category should be addressed). To do this, (a) list the General Education outcomes for the requirement and explain how the program meets each outcome; and (b) after each outcome explain how you will assess if the outcome has been met and how you will provide feedback to the students.

All three outcomes will be achieved. As these outcomes build upon each other, they will be discussed from specific to global.

Outcome 3. Develop skills and habits that aid in future life and career pursuits

Many workshops will teach students skills to enhance their health that will benefit their personal and work lives. The instructor will provide instruction or guidance and participants will practice within the session. Examples include:

- **a) Relaxation Skills** (taught in workshops on Stress Management, Managing Test Anxiety): Managing excessive anxiety is critical to help students effectively manage their academic, personal and work lives. Relaxation skills and diaphragmatic breathing will be taught in sessions relating to anxiety reduction.
- **b) Assessment of Relaxation Skills:** Participants will use SUDS level (subjective units of distress) to assess their level of anxiety. The instructor will help the student anchor this self assessment measure so

that “0” equals “no anxiety” and “100” equals “highest level of anxiety experienced.” Facilitator will review change in SUDS level before and after the relaxation exercise and provide verbal feedback.

- **a) Alcohol and other drug issues (AOD):** Students will develop skills that contribute to low-risk decision making by gaining knowledge of the risks and consequences of alcohol and other drug use, including: impaired driving, violence, STDs, academic problems, addiction.
b) Assessment of AOD knowledge: through a pre-post knowledge evaluation, students will demonstrate knowledge of alcohol use low risk guidelines and will demonstrate ability to identify levels of alcohol intoxication. Discussion will allow students to demonstrate their knowledge of the effects of alcohol on violence, STDs, academic problems and addiction as well as providing feedback.
- **a) Sexual health/decision making:** Students will learn how to correctly use a condom, about multiple methods to express their sexuality, how to evaluate readiness for sexual behavior in relationships and communication techniques for negotiating contraception and disease prevention.
b) Assessment of skill: Students will demonstrate how to correctly use a condom using available props.
- **a) Identify “distorted thinking” and learn ways to improve depressed (and anxious) moods:** Researchers and mental health clinicians have identified typical irrational thinking patterns in depressed and anxious persons. Addressing these cognitive distortions or thinking errors often helps to alleviate negative moods. In the Managing Depression and Managing Anxiety workshops, participants will learn about common thinking errors and provide examples from their own experiences privately or in group discussion. They will subsequently learn ways to ‘correct’ these faulty patterns to improve mood.
b) Changing “distorted thinking” Assessment: Students will identify typical thinking errors from a worksheet and from their own lives. The facilitator will provide feedback.
- **a) Conflict Resolution skills:** Students will learn strategies and skills for effectively managing conflict. Types of conflict, strategies for resolving conflict, and the steps for mediation will be taught and discussed.
b) Assessment: Students will develop a self guided plan for positively managing future conflict. Facilitator will assist and review in the session.

Outcome 2. Choose behaviors and environments that promote health and reduce risk.

- **a) Alcohol and other drug issues (AOD):** students will learn the low-risk guidelines established for alcohol use. They will learn techniques to help monitor consumption (alcohol volume, content, and metabolism) and will be able to recognize levels of intoxication.
b) Assessment of AOD issues: through a pre-post knowledge evaluation, students will demonstrate knowledge of alcohol use low risk guidelines, and to identify levels of alcohol intoxication.
- **a) Sexual health and sexual decision making:** students will learn about sexual health resources on campus and in the community, how sexually transmitted infections (STI’s) are transmitted, and the most effective methods for protection. They will also learn communication skills to negotiate readiness for sexual activity, contraception and disease prevention, and learn methods of identification and treatment of the 4 major categories of STIs.
b) Assessment of knowledge/skills: Through discussion and self-assessment exercises, students will demonstrate knowledge of STI transmission and effective protection methods. Through a self-reflection exercise, students will practice negotiating for contraception. Assessment of skill attainment may also be obtained using a pre-post inventory.

- a) **Identify effects of realistic, healthier thoughts on mood: (Managing Depression and Anxiety)**
- b) **Assessment:** Using a personal, real life example, students will use Thought Record to identify “evidence” supporting and contradicting their automatic negative thoughts and experience the effect of ‘balanced thoughts’ on mood.

Outcome 1: Learn to achieve a balance between education, work, and leisure.

Learning to achieve a balance between education, work and leisure is the ultimate goal of the 15 hours of instruction.

At each session, the participant will identify

- the amount of **time** s/he participates in each Wellness Dimension,
- identify positive **changes** since the prior assessment
- identify participation **goals** to improve balance
- identify **barriers** (personal, structural) preventing better balance
- **set** a personal goal in the Wellness dimension discussed in order to achieve better balance in life.

Students can track progress throughout participation in these sessions.

6. Attach the materials that will be distributed to students. The materials must include the rationale from #4 above and clearly reflect the outcomes and methods detailed in #5 above.

Please submit all materials in electronic form.

Action of the Department

Department Approval

Date

Action of General Education Advisory Committee (comments attached)

Vote of General Education Committee: For _____ Against _____
Abstentions _____

Chairperson, General Education Advisory Committee

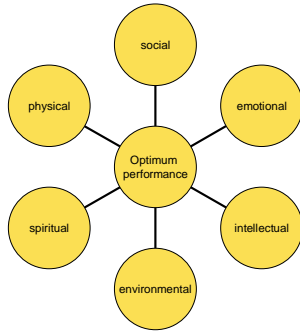
Date

Approval

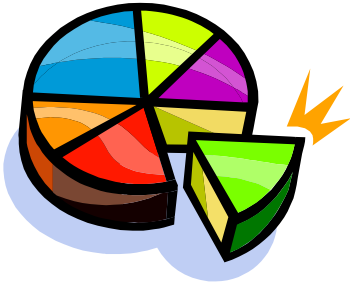
Associate Vice-President for Undergraduate Studies and Curriculum

Date

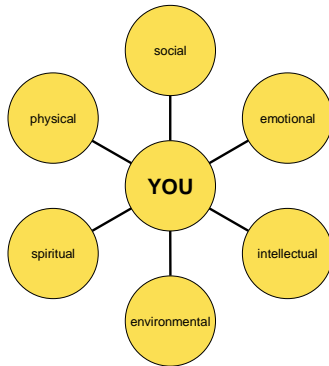
The big picture...



When there is an imbalance we are more vulnerable to things that can “quickly” fill the void...



The big picture... starts with self-awareness



**Wellness Workshops
Condom Card Exercise**

Purpose:

To review and demonstrate how to use a condom.

Distribute condom cards to volunteers and ask them to get in the correct order. After they are in order, review order and explain steps in more detail.

1. Discuss Sex
2. Erection
3. Open condom
4. Pinch an inch
5. Roll on condom
6. Smooth out air bubbles
7. Sexual contact/intercourse
8. Ejaculation
9. Hold onto base
10. Withdrawal
11. Roll condom off
12. Dispose of condom

This activity can be combined with a condom demonstration. This allows participants an opportunity to open a condom package and understand the steps in the process.

**Alcohol and Other Drug Education Program and Services
322 Snow Health Center
Phone 734.487.2226
Fax 734.481.0050**

Date: _____

Client Name: _____

Client Address: _____

Referral Source: _____

Referral Source Address/Fax _____

Total Score: _____

Total Score Interpretation/Action Steps

0-7 Participant is likely drinking at low-risk levels

8-18 Participant is drinking above recommended levels. Advise participant to seek professional help to assess for possible alcohol problem

19-40 Score indicates possible dependence. Advise participant to see a physician or alcohol treatment provider to assess for alcohol problem.

AUDIT Screening Recommendations

__ No follow up recommended

__ Suggested reducing drinking levels to recommended limits

__ Recommended participation in alcohol education program

Client __ registered __ attended __ completed EMU Checkpoint Program

__ Suggested talking with a physician about alcohol and medication

__ Recommended alcohol assessment

__ Recommended outpatient referral

__ Recommended inpatient referral

Name: _____

Score: _____

Date: _____

Pre

Post

Alcohol and Other Drug Knowledge Evaluation
50 points total

Short Answer:

1. Using alcohol and other drug affects many **body systems**. Please name two:
(2 points)

2. The state of Michigan recognizes low-risk guidelines for alcohol consumption. The guidelines use the term "**zero, one, three**", what does this term refer to? (2 point)

3. The state of Michigan has strict laws against drinking and driving. What does the term "**zero tolerance**" refer to? (1 point)

4. Name 4 personal risk situations, which are often associated with alcohol and other drug use? (4 points)

5. Name three signs (symptoms) of addiction (3 points)

6. Name two reasons women process alcohol differently than men. (2 points)

7. Name two short-term physical effects of marijuana use. (2 points)

a. _____ b. _____

8. Name two long-term effects of marijuana use. (2 points)

a. _____ b. _____

9. Name two techniques to cope with stress that do NOT involve alcohol, tobacco or other drug use. (2 points)

a. _____

b. _____

10. The average EMU college student who drinks alcohol typically consumes ____drinks per occasion.

11. Name two ways alcohol and other drug use may affect personal goal setting? (2 points)

12. What are at least two signs/symptoms that indicate medical attention is necessary due to possible alcohol poisoning? (2 points)

13. Define the term "blackout" (1 point)

MULTIPLE CHOICE (1 POINT EACH)

14. Which is a false statement concerning marijuana?

- a. Marijuana can be harmful to the human reproductive system.
- b. Marijuana use is not addictive
- c. Short-term memory loss is associated with marijuana use.
- d. Marijuana impairs motor coordination.
- e. All of the above.

15. Which high-risk behavior is associated with alcohol and other drug use?

- a. Sleeping with someone when you're "buzzed" and regretting it later.
- b. Drinking alcohol or using illicit drugs while taking medication.
- c. Drinking contests/games, binge drinking (e.g., beer pong, quarters, chugging contests, beer bong, etc.)
- d. Being the victim or the assailant of a violent behavior.
- e. All of the above.

16. Which are four characteristics that help define a goal?

- a. Realistic, Unmeasurable, Meaningful, Flexible.

- b. Unachievable, Meaningful, Flexible, Measurable.
- c. Realistic, Meaningful, Flexible, Measurable.
- d. Realistic, Meaningful, Rigid, Measurable.

17. Requiring more of a substance to get the desired effect is called:

- a. withdrawal
- b. dependence
- c. adjustment
- d. tolerance

18. An individual's judgement (or the way a person makes decisions) begins to be affected at the blood alcohol content of:

- a. .02
- b. .05
- c. .08
- d. .10

19. The use of alcohol or other drugs is involved in approximately what percentage of all college rapes?

- a. 10%
- b. 20%
- c. 60%
- d. 90%

The remaining questions are true or false. Circle the Correct Response. (1 points each)

- | | | |
|--|---|---|
| 20. A person who is drunk (toasted, smashed, gone) or impaired from alcohol or other drugs is not responsible for his or her actions. | T | F |
| 21. Ethnic minority college students use alcohol and other drugs at a lower rate than white students do. | T | F |
| 22. If you are under 21, it is illegal in Michigan to drive with "any bodily alcohol content" | T | F |
| 23. Alcohol and other drug abuse contribute to the spread of sexually transmitted diseases and HIV as well as contribute to unplanned pregnancies. | T | F |
| 24. A person is at greater risk of becoming an alcoholic if there is a family history of addiction. | T | F |
| 25. A person under the influence of alcohol is more likely to experiment with other mind-altering drugs. | T | F |
| 26. A designated driver is the one who has had the least to drink. | T | F |

- | | | |
|---|---|---|
| 27. Marijuana can stay in the body for up to 6 months. | T | F |
| 28. The abuse of alcohol and other drugs affects only the abuser. | T | F |
| 29. Pregnant women may safely drink one alcoholic beverage per day. | T | F |
| 30. You should not eat while drinking alcohol. | T | F |
| 31. The psychoactive ingredient in marijuana (THC) is fat-soluble. | T | F |
| 32. A cold shower can help sober up someone who is drunk. | T | F |
| 33. A shot of whiskey is more powerful than a can of beer. | T | F |

34. MATCH THE FOLLOWING DRUGS WITH THE APPROPRIATE CLASSIFICATION (4 PTS)

- | | |
|------------|----------------------|
| A. GHB | ___ Stimulant |
| B. Cocaine | ___ Depressant |
| C. Alcohol | ___ Hallucinogen |
| D. LSD | ___ "Date-Rape" Drug |

THOUGHT RECORD

1. Situation Who? What? When? Where?	2. Moods a. What did you feel? b. Rate each mood (0-100%).	3. Automatic Thoughts (or Images) a. What went through your mind before you began to feel this way? Other thoughts or images? b. Circle the hot thought.	4. Evidence That Supports the (Hot) Thought	5. Evidence That Does Not Support the (Hot) Thought	

HOW TO REDUCE NEGATIVE MOODS BY CHANGING YOUR THINKING

INTRODUCTION:

Although there are a number of ways to reduce negative moods, one effective way is to change your thought patterns. Like all other skills, this technique takes some practice. However, once you get control over your thinking, your mood will likely improve.

THE COGNITIVE MODEL:

It is important to realize that our moods are often determined by our thoughts. How we think about an event or experience will determine how we feel. For example, if someone criticizes us, we might feel depressed and/or anxious. On the other hand, if the same person criticizes us and we think about how this person always criticizes everyone, instead of feeling sad or angry, we might not be affected because we can discount their criticism.

THE TECHNIQUE:

There are three main steps to changing your thoughts: Identify, Evaluate, and Respond.

- **Identify:** First, you need to identify what thoughts you have that immediately come before your negative feelings. When you feel bad, say to yourself, "What just went through my mind?" Write down negative thoughts, especially thoughts you have about yourself. Example: "I am so stupid."
- **Evaluate:** Second, determine if the thought is true. As human beings, we are not perfect and we tend often to think in negative ways, especially when we are depressed or anxious. Evaluate whether the thought matches one of the types of distorted thinking listed below. Also, question, "Is there evidence this is true? Is there evidence the thought is false?" Ask yourself what you would say to a friend who had this thought. Essentially, you are evaluating your negative thought. Example: "This kind of thinking matches the distortion called 'labeling.' The evidence actually is that I know many things, and I would tell a friend in my situation that overall they are really bright." (This is what you can also tell yourself.)
- **Respond:** Third, once you have determined the thought is distorted, untrue, not backed up by evidence, or simply not helpful, respond to the thought with one that is not distorted, is true, is backed up by evidence, or is more helpful. Example: "I do know many things. Occasionally, I make mistakes, but that is human. I am a good person. I feel bad for this person who has to criticize everyone else."

WHEN and HOW:

This technique is best learned at the beginning by writing down the unhelpful thoughts, the evaluations (including distortions), and a more balanced thought. Writing can be done immediately, if possible, or later in the same day. The sooner you get it written, the more clearly you will correct your negative thoughts, and the more quickly you will feel better. After doing this many times on paper, you can begin to do it in your head. Eventually, it will become an automatic process, and your thoughts will not automatically lead to depression or anxiety.

DISTORTED THINKING

1. **All-or-nothing thinking:** You look at things in absolute, black-and-white categories.
2. **Overgeneralization:** You view a negative event as a never-ending pattern of defeat.
3. **Mental filter:** You dwell on the negatives and ignore the positives.
4. **Discounting the positives:** You insist that your accomplishments or positive qualities don't count.
5. **Jumping to conclusions:** You conclude things are bad without any definite evidence.
 - (a) **Mind-reading:** You assume that people are reacting negatively to you.
 - (b) **Fortune-telling:** You predict that things will turn out badly.
6. **Magnification or minimization:** You blow things way out of proportion or you shrink their importance.
7. **Emotional reasoning:** You reason from how you feel: "I feel like an idiot, so I must be one."
8. **"Should" Statements:** You criticize yourself or other people with "shoulds," "shouldn'ts," "Amusts," "oughts," and "have-tos."
9. **Labeling:** Instead of saying, "I made a mistake," you tell yourself, "I'm a jerk" or "a loser."

10. **Blame:** You blame yourself for something you weren't entirely responsible for, or you blame other people and overlook ways that you contributed to a problem.

Counseling Services
313 Snow Health Center
734.487.1118