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FROM Dr. Karl L. Larson Assistant Professor of Health Education  
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Employee Wellness Program, and Head Volleyball coach

RE: Health and Wellness Strategic Initiative

DATE: 15 December 2008

The purpose of a Gustavus education is to help students attain their full potential as persons, to develop in them a capacity and passion for lifelong learning, and to prepare them for fulfilling lives of leadership and service in society.

-Mission, Gustavus Adolphus College

In the spring of 2008, the Provost charged a small group of campus leaders to envision a campus centered on wellness. Over 20 faculty, staff, and students have shared thoughts, conducted research, and generated ideas to design the tapestry we believe meets this charge.

Health and Wellness Strategic Initiative  
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## VISION

Leading the way for lifelong wellness.

## MISSION

The mission of the Health and Wellness Strategic Initiative was to design a plan with the explicit objective of fostering the health and wellness of individual members of the college, and to create a healthy organizational culture in which all members can thrive personally and professionally.

## PHILOSOPHY

The individuals comprising the Gustavus Adolphus College community are committed to fostering the growth and potential of each community member. This community recognizes that growth and potential are a reflection of individual commitment to personal wellness and a multi-dimensional approach to lifestyle, encompassing intellectual, spiritual, emotional, social, occupational, physical, and environmental well-being. This development of well-being will manifest itself in contributions to the greater community. In addition, this community recognizes the equally important role a healthy environment plays in fostering personal growth. This reciprocal influence (individual to community, community to individual) both fosters, and is a reflection of, the well-being of the campus community. Efforts to create this relationship can be found in classrooms, commons, sacred spaces, work areas, recreational facilities, and living spaces. Efforts to improve wellness in the Gustavus community are designed to create a community whose overall contribution is greater than the sum of its individual members.

## RATIONALE

Health and wellness are inextricably linked to learning. A healthy campus is more able to engage fully in deep, meaningful learning (Silverman, Underhile, and Keeling, 2008). Results from a University of Minnesota study (2008) indicate strong associations between students' academic achievement and their access to health care, mental health status, personal safety, substance abuse, and other health issues. When students feel healthy, safe, and valued, they are more likely to be academically engaged and successful. In order for Gustavus to achieve its mission, with students striving to attain full potential, to develop a passion for lifelong learning, and to lead and serve in society, we must meet the fundamental needs of health and wellness.

National College Health Survey results from 2006 and 2008 indicate the number one issue affecting individual academic performance was stress. More than one-third of students reported that stress directly affected their individual academic performance in 2006 and 2008. Other top factors students cited include sleep difficulties, cold/flu/sore throat, and concern for a troubled friend or family member. It is believed by the Health and Wellness Working Group that general discussion with employees would yield similar results.

A substantial amount of published research exists on the benefit of an institutional/corporate emphasis on employee wellness. Outcomes commonly include

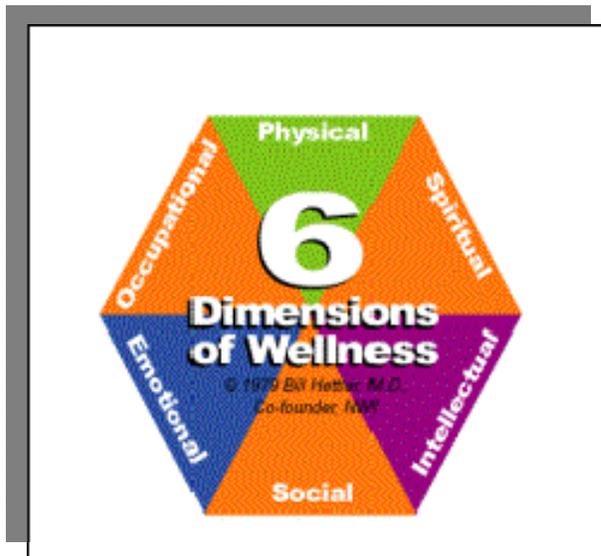
increases in employee health status and productivity (Goetzel and Ozminkowski, 2008), decreased absenteeism, increased job satisfaction, and lowered turnover (Parks and Steelman, 2008), and substantial return on investment (Naydeck et al, 2008).

Gustavus has a long and consistent history of supporting health initiatives. Today, this is demonstrated with the existence of a variety of student and employee wellness services. An audit was completed in the spring of 2008 and yielded a multitude of health and wellness offerings throughout campus. The inventory concluded that passive, educational, and social programs, as well as group and individual opportunities for wellness counseling and assessment take place in numerous offices. Philanthropic and leadership opportunities also exist in the wellness domain at Gustavus. (Please see appendix A for an inventory of programs sponsored annually by requested offices). With the growing number of programs and limited resources, however, it is time to coordinate these efforts and lead Gustavus in the direction in which Gustavus might take a proactive role in leading health and wellness initiatives for individuals, campuses, communities, and the nation.

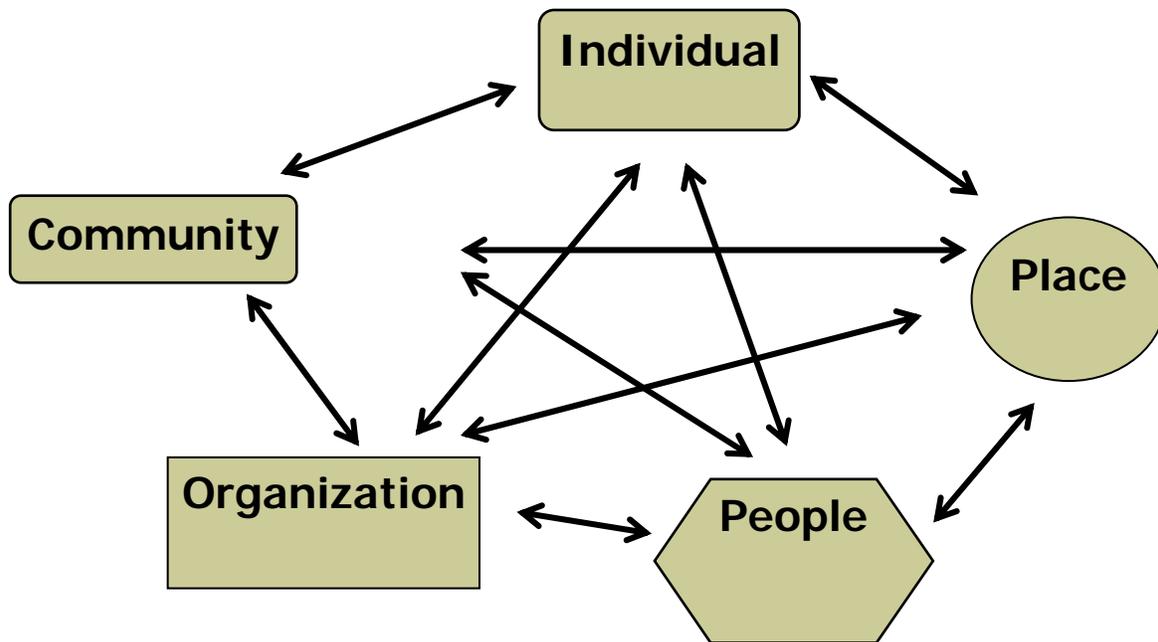
## MODEL

Numerous health and wellness models exist and were examined by the Health and Wellness Working Group. Two models, the 6 Dimensions of Wellness and the Healthy Campus 2010 Model, integrate the health and wellness of the individual, the campus, and the greater community at the intersections.

First, the 6 Dimensions of Wellness is an interdependent model, developed by Dr. Bill Hettler, cofounder and president of the Board of Directors of the National Wellness Institute.



Second, the Healthy Campus 2010 Model, is a comprehensive, multi-faceted, holistic model concerned with the environment and its relationship to people at individual, interpersonal, organizational, and community levels.



The recommendations located herein are a reflection of these models. The understanding that a holistic approach to well being is integral for Gustavus Adolphus College and the greater community. It is through a multi-faceted, multi-dimensional approach that Gustavus will lead the way for lifelong wellness.

#### INITIATIVE GOALS

1. Gustavus Adolphus College will support, fund, and design an initiative that creates new, and adapts existing, physical spaces to reflect an institutional commitment to the well-being of the members of the Gustavus community.
2. Gustavus Adolphus College will adopt a managerial and programmatic approach that emphasizes the well-being of the students, staff, and faculty at the College.
3. Gustavus Adolphus College will create, support, and implement policies conducive to the well-being of the members of this community.

## RECOMMENDATIONS

**Goal 1: Gustavus Adolphus College will support, fund, and design an initiative that creates new, and adapts existing, physical spaces to reflect an institutional commitment to the well-being of the members of the Gustavus community.**

**Recommendation 1.1:** The development of an addition to the existing Lund Center building dedicated to wellness and the inclusion of a “statement” space.

Plans for the redesign of the Lund Center have been underway for some time. Included in those plans is the creation of a fitness facility addition. Expanded space for recreation and fitness activities has been long identified as a need for the campus community. The committee makes several recommendations related to this space.

First, construction should occur in the space *between* Lund, Jackson Campus Center, and the library. This, again, moves to create a specific focal point on the campus.

Second, the committee recommends the design and construction of *The Atrium*, a physical space that represents the institution’s commitment to wellness. It is envisioned this space would be constructed in the front end of the new fitness facility, the initial entry point from both the library and the campus center. This space, a large, multi-level, open construction, would be the signature of wellness on the Gustavus campus. The space would be specifically designed as a respite from the daily grind of students, staff, and faculty life that is relaxing, stimulating, and engaging to the senses (sight, sound, smell, and touch). This space would house a myriad of small “away spaces,” predominantly single user spaces intended for quiet, reflection, meditation, or contemplation, as well as spaces to serve as a “commons” for the campus community. It is envisioned that this facility would be open during a significant number of the hours in the evening for student use.

Third, the facility should be multipurpose in design. Surrounding the Atrium would be the design of staff and faculty wings for those departments and staff members who share a wellness emphasis. This might include members of the departments of Health and Exercise Science, Education, and Nursing, as well as staff from Student Health Service, Counseling Center, Academic Advisement, Center for Vocational Reflection, Alcohol and Drug Education, and others. In this way, coordination of efforts among departments becomes much more of a reality. In addition, the concept of centralizing information for items related to wellness also becomes a much more viable option. Spaces dedicated to wellness activities can also be housed here. Current facilities are desperately insufficient, and can be addressed here. Specifically, spaces for academic endeavors and opportunities for expanded health and wellness services such as massage, Reiki, chiropractic, yoga, meditation, tai chi, aerobics, Pilates, nutrition and cooking classes, or “brown bag” educational programs. This can be done in coordination with the department of Health and Exercise Science and Nursing to coordinate students’ education with employees’ needs and interests. In addition, spaces for group counseling, academic advisement, and meeting spaces for staff and faculty for the coordination of wellness activities, all currently non-existent, could be added on an additional floor in a fitness facility.

Finally, the inclusion of two dual role (community and academic) components can be housed in this new facility. One is the current Human Performance Lab. In an expanded format, this new facility is seen as an opportunity for Gustavus to provide outreach to the greater region, as well as provide for hands on educational and practical experiences for students in the HES and Nursing departments. This locale would also house campus recreation and fitness professionals, and serve as the coordinating location for issuing indoor and outdoor recreational equipment. Second, we recommend the inclusion of a simulation center for training and development opportunities for members of the nursing program and the greater St. Peter community. Again, this component would provide training facilities for a number of community health based agencies, a discipline specific training opportunities for students interested in health and medical fields, and a revenue producing opportunity for the institution.

**Recommendation 1.2:** The development of a stand-alone non-denominational sacred space.

Gustavus has taken a very public stand against bigotry and hatred in recent years. A major step toward the creation of a sense of unity and acceptance in this community is the creation of a stand-alone non-denominational sacred space. Currently, the only clearly identified sacred space on campus is a Christian space, and while the majority of Gustavus students fall into this category a growing number of students do not. The expectation that non-Christian students practice their faith in a Christian facility is inappropriate, yet specific alternatives for non-Christian students do not exist. An Interfaith Center, with multiple spaces for both small and large groups, a reflection room, educational space, and appropriate staffing and funding would be a clear indication of the Gustavus community's commitment to diversity.

**Recommendation 1.3:** The assessment of the accessibility and space utilization of departments and divisions across campus.

The housing of staff and faculty in spaces underground creates a myriad of potential issues. It gives an impression of devalue to whatever entity is housed there. Because of the dark and disconnected circumstance in such spaces, it is poor for morale and productivity. It creates challenges for employees and students to find such entities when needed. Each of these issues addresses a different dimension of the individual experience, yet when taken in whole, can be quite detrimental to the daily experience of students and employees at Gustavus.

One specific, and primary, recommendation in this category is Human Resources. The committee recommends the relocation of this department into viable and sufficient space, central to campus activity, as a means of improving the visibility of a central functioning unit of the institution, and to ease the access and availability of the staff to the campus community.

**Recommendation 1.4:** The creation of "away" spaces in residence halls and academic buildings throughout campus.

The committee recommends that Gustavus create, with intentionality, spaces in every academic building and residence hall designed specifically for purposes similar to those

of the Atrium facility, simply on a smaller scale. The idea behind this recommendation is the committee's desire to reinforce the idea that Gustavus is a healthy *campus*. As such, health and wellness cannot be located in a single space or area of the campus, but rather can be found in spaces throughout the institution. These smaller, personal spaces may be open spaces, or separated from others by a mere half wall. Design, of course, is yet to be determined, but the concept of expanding the central "signature" space of the campus throughout the school is essential.

**Goal 2: Gustavus Adolphus College will adopt a managerial and programmatic approach that emphasizes the well-being of the students, staff, and faculty at the College.**

**Recommendation 2.1:** The creation of a full time senior position and support staff to direct and promote health and wellness in the campus community.

This position would be responsible for the creation of a culture of wellness (multidimensional) on campus. This is a significant recommendation, one that demonstrates and underlines the wellness priority at the college, eliminating the inevitable process of the responsibility for wellness related functions being added to existing staff workloads. Job responsibilities for this position would include communicating of existing resources available to employees and students, creating new and beneficial programs, managing programs for a significant return on investment, communicating policies and protocols related to sexual assault, suicide, bias incidents, etc., and providing training to staff, faculty, administrators, and students for uniform implementation.

This position would recruit, train, and supervise a wellness team of professionals and students that will share ideas and develop campus wide goals and priorities each year. Key personnel might include leaders in various student organizations, academic disciplines, extracurricular programs, the Human Resource department, and student affairs leadership. Specific responsibilities should be identified for members of the wellness team, and job descriptions written into various contracts.

When reviewing the Appendix related to the Wellness Audit conducted by the Strategic Initiative Team, one will see the vast array of wellness related activities that occur every year on this campus. Unfortunately, there is a great deal of repetition and a general lack of coordination. When "wellness" is simply an idea, and then added to an individual's existing load, this is the result: multiple programs headed in different directions or duplicate programs in the same direction. A unification and coordination of those efforts according to Chapman (2005) is the wisest use of institutional resources, sends the clearest message to the campus community, and promotes the greatest functioning of programmatic opportunities. The institution of an organizational structure on campus that gives priority to the value of health and wellness by the creation of a centralized, identifiable entity responsible for the coordination and integration of wellness initiatives on campus would bring synergy to health and wellness opportunities.

**Recommendation 2.2:** Follow best practices in the provision of wellness services and programs.

The committee recommends that department leadership assess need of, gain support for, and evaluate outcomes for results-oriented health and wellness initiatives. This would occur through, as an example, the Wellness Council of America Seven Benchmarks of success, and acquire the award of *America's Healthiest Companies*, or the guidelines set forth through Healthy People Healthy Campus, 2010. It would be a goal of the college to acquire an *America's Healthiest Companies* award, or its equivalent, within five years.

One specific example of such a comprehensive needs assessment, would be to investigate employee's desire for and potential use of the addition of an on campus employee health clinic.

**Recommendation 2.3:** Increase employee's knowledge of and access to employee benefits.

The committee recommends programmatic efforts to increase the knowledge and utilization of campus resources related to employment and benefits. As stated earlier, we believe this begins with providing the Human Resources department with a visible location on campus with adequate space and staffing. In addition, as a commitment to the wellness of its employees, we recommend Gustavus Adolphus College:

- Design and conduct a universal new employee orientation that encompasses the needs of faculty and staff, and includes a thorough description of benefits and wellness opportunities for employees.
- Institute a culture of transparency in policy decisions, particularly those impacting financial and familial status, through public meeting and comment on policy, regular communication regarding ongoing benefit adjustments, and inclusion of employees from a variety of entities to regularly discuss wellness related issues.
- Include wellness goals as a part of employee evaluations, and as such, allow Gustavus employees to participate in wellness activities as a component of employment. This includes the incorporation of wellness activity into the work day, not in addition to the work day.
- Ensure a regular investigation of the cost of health insurance, including the opportunities for Gustavus to self insure, and that equality in the distribution of benefits is given priority.
- Examine parity in maternity and paternity leave.
- Design, implement and evaluate proactive training programs for employees regarding Gustavus policies and procedures.
- Develop an effective communication strategy so that all employees receive information in a timely and effective manner.

**Recommendation 2.4:** Create a web-based kiosk system of information distribution.

The committee recommends the funding of a technology initiative that would station kiosks throughout the campus designed to provide accurate and up to date information on issues and programs related to campus wellness. The system would be designed for faculty, students and staff desiring a multi-dimensional approach to incorporating health and wellness into their lives. The system would ensure people could determine what

resources are already available to address the issue they face. The kiosk system would be housed so individuals need not worry about violations of privacy, and could therefore search for resources on issues they might otherwise feel uncomfortable sharing. These kiosks would be found in the Atrium area, academic buildings, library, residence halls and common spaces. The associated websites would be informative and educational to students, employees and visitors to the college, making a bold statement about the College's commitment to health and wellness. As an example, the system might be modeled after existing programs, such as the one used at other college campuses, or as displayed at the National Wellness Convention. Assuming the implementation of Recommendation 2.1, this should be managed by the Gustavus Wellness staff.

**Recommendation 2.5:** Foster an employee and student environment conducive to living lives of balance.

The committee recommends the creation of a Success Coaching program. This program would connect students with upper class role models, or new employees with experienced employees. This would assist students and employees to explore and construct the benefits of appropriate work, school, and life balance, opportunities for reflection and engagement, a framework to set personal wellness goals, and provide the empowerment needed to encourage or limit activities.

The culture of the Gustavus campus is such that community members are convinced early in their academic career that post-graduation opportunities, whether they be professional preparation, graduate school, or workforce oriented, will be severely limited unless the student shows a laundry list of activities in which participation occurred. While the committee acknowledges the benefit of some extra curricular activity, the pattern at Gustavus is to overwhelm oneself with commitments beyond the classroom. The emphasis for this program would be to assist students in making appropriate choices on the use of their time and talents, and encourage lives of balance.

**Goal 3: Gustavus Adolphus College will create, support, and implement policies conducive to the well-being of the members of this community.**

**Recommendation 3.1:** The adoption of Wellness by the Board of Trustees as a core value of the institution.

The committee recommends to the Board of Trustees the adoption of a 6<sup>th</sup> Core Value, in addition to the existing Excellence, Service, Faith, Community, and Justice. While many may see this recommendation as symbolic in nature, the committee believes the addition of Wellness to the Core Values sends a clear and powerful message to the community at-large that while Gustavus prepares its students to lead lives of excellence, service, faith, community, and justice, that management of individual well-being is the vehicle that allows for this to occur. Every major piece of literature related to successful health promotion efforts or best practices of health promotion in the workplace indicates that visible and sustainable senior level support is a foundational block in the success of employee health efforts.

**Recommendation 3.2:** The College will be intentional in relation with time.

The committee recommends Gustavus establish and support an annual review be taken of the yearly calendar to allow for and build in breaks that create a culture of balance and reflection. Specific time frames for consideration are initiation of school year in August, reading breaks, finals schedules, J-term/May term, touring break, spring break, Easter break, and the final day of classes. Regular breaks in the academic schedule would, without question, lengthen the academic year, but the committee believes the resulting improvements in mental and emotional well-being of students, faculty, and staff would be valuable to institutional success. Faculty would be encouraged to be mindful of midterms, projects, papers and finals in relation to the College calendar. In addition, an annual review would be taken of the College's daily schedule of to allow for and build in breaks that, again, create a culture of reflection and balance. Several components of this schedule come into play in this review, including class times, chapel, meal times, practice times for athletics and music ensembles, student organizations meeting and gathering times, schedules for outside speakers, an afternoon break much like the time designated for chapel in the morning, and sleeping.

**Recommendation 3.3:** Nurture a community of respect, mindfulness, and support at the crossroads of education and well-being.

The committee believes a paradigm shift in the nature of how services are created, supported, and provided in the Gustavus community is necessary, primarily, the degree to which institutional efforts are intentional. The following items are recommended for institutional review:

- The establishment of guidelines and recommendations for faculty advisors and first term seminar (FTS) instructors to promote intellectual, spiritual, emotional, social, vocational, physical, and environmental well-being in all their advisees.
- Encourage J-term courses (credit based) on healthy relationships, wellness, and positive psychology by drawing instructors from faculty, professional staff, and community.
- Support the creation of greater opportunity in courses that promote lifelong fitness skills. Increased availability of these courses would require greater staffing on the faculty, use of skilled personnel in the general Gustavus community, or incorporation of members of the greater St. Peter community.

**Recommendation 3.4:** The expansion of disability services to adequately and appropriately meet the needs of students with disabilities.

The committee recommends the evaluation of disability services on campus including staffing in disability services, recreational offerings and opportunities for students with disabilities. There is significant need in the areas of space for accommodations, resources for faculty, staff and students with disabilities, e-texts, peer tutors, testing spaces for a distraction reduced environment, recreational offerings, and computers with appropriate

software (such as text to speech software) in accessible locations across campus for students with disabilities to complete assignments.

**Recommendation 3.5:** The review of institutional policy on the number of majors and minors allowed.

The committee strongly believes a major issue in student life is the academic load students are allowed to carry while attempting to complete their degree work in a traditional four year time span. More and more students are taking a “cover all my bases” approach to establishing a direction in course selection, requiring a routine load approaching 4.5 credits. While the effort is admirable, the committee believes the approach that supports well-being is to do fewer things in better fashion. The development of a policy creating limits in relation to this issue is a first step in a cultural shift away from the “I must do everything” mentality referred to earlier in these recommendations.

**Recommendation 3.6:** The review of credit load of majors, and the impact of quarter- and half-credit courses on student success.

The committee recommends the institution develop a panel to review the impact of majors with predominantly quarter- and half-credit courses. The academic challenges associated with this policy are two-fold. First, students in some majors are often required to take between six and eight classes each term in order to successfully complete their academic program in four years. Many of the lesser-credit courses (and the faculty who teach them would predominantly agree) do not carry a proportionate level of work to their given credit. Many half-credit classes carry close to full credit workload. The outcome is clear: students are taxed at a higher level, physically, mentally, socially, and emotionally in order to complete a major in these areas.

Second, in order to complete these majors in due time, students must choose to participate in these majors very early in their academic careers, oftentimes in their first or second semesters. This eliminates exploration, creates undue stress and uncertainty as to whether a student has chosen the “right” major, reduces the time available to process options, and significantly limits the opportunity for a student to change their mind regarding their academic major. Not only are these issues not associated with wellness, they are contrary to the public message we send about what it means to pursue a liberal arts degree at an institution like Gustavus.

## TIMELINE

### Option A

Option A is the series of recommendations the committee believes Gustavus must complete *in the next year* to begin to address issue of community wellness. It includes the completion of the following recommendations:

**Recommendation 1.2:** The development of a stand-alone non-denominational sacred space.

**Recommendation 1.3:** The assessment of the accessibility and space utilization of departments and divisions across campus.

**Recommendation 2.1:** The creation of a full time senior position and support staff to direct and promote health and wellness in the campus community.

**Recommendation 2.3:** Increase employee’s knowledge of and access to employee benefits.

**Recommendation 3.1:** The adoption of Wellness by the Board of Trustees as a core value of the institution.

**Recommendation 3.3:** Nurture a community of respect, mindfulness, and support at the crossroads of education and well-being.

**Recommendation 3.4:** The expansion of disability services to adequately and appropriately meet the needs of students with disabilities.

### Option B

Option B is the series of recommendations the committee believes Gustavus must complete *in the three years* to begin to address issue of community wellness. It includes the completion of the following recommendations:

**Recommendation 1.1:** The development of an addition to the existing Lund Center building dedicated to wellness and the inclusion of a “statement” space.

**Recommendation 1.4:** The creation of “away” spaces in residence halls and academic buildings throughout campus.

**Recommendation 2.5:** Foster an environment conducive to living lives of balance.

**Recommendation 3.2:** The College will be intentional in relation with time.

**Recommendation 3.5:** The review of institutional policy on number of majors and minors allowed.

## Option C

Option C is the series of recommendations the committee believes Gustavus must complete *in the five years* to address the issue of community wellness. It includes the completion of the following recommendations:

**Recommendation 2.2:** Follow best practices in the provision of wellness services and programs.

**Recommendation 2.4:** Create a web-based kiosk system of information distribution.

**Recommendation 3.6:** The review of credit load of majors, and the impact of quarter- and half-credit courses on student success.

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**Health and Wellness Working Group Audit:  
INVENTORY OF PROGRAMS**

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The Health and Wellness Working Group recognizes that not all programs or health related offerings are mentioned in this audit. Many programs are multi-dimensional and fit into numerous categories. The intention is to provide an overview of offerings related to health and wellness at Gustavus, not to create a definitive nor exclusive list.

# I. Health and Wellness Departmental Inventory Grid

For examples of specific offerings please see individual inventories.

Departments	Passive Programming	Educational Programming	Social Programming	Individual Wellness Initiatives	Group Wellness Initiatives	Philanthropy	Leadership
Academics	X	X		X	X		X
Alcohol and Drug Education	X	X	X	X	X	X	X
Athletics/Intramutrals	X	X	X	X	X	X	
Center for Vocational Reflection	X	X	X	X	X	X	X
Chaplain's Office		X		X	X	X	X
Counseling Center		X		X	X		X
Dining Services	X					X	
Disability Services				X			
Health Service	X	X	X	X	X		X
Human Resources - GHP	X	X		X			
Residential Life	X	X	X	X			X
Student Activities Office	X	X	X		X	X	X

Examples for categories above include, but are not limited to:

- Passive Programming**                      Bulletin boards, newsletters, table tents
- Educational Programming**              Alcohol education, FTS seminars, retreats, workshops
- Social Programming**                      The Dive, Saturday Night in Lund, Midnight Express
- Individual Wellness Initiatives**        Appointments, Counseling, Wellness oportunities
- Groups Wellness Initiatives**            Group counseling, Group wellness programs
- Philanthropy**                                Relay for Life, Breast Cancer Awareness, Blood Drive
- Leadership**                                  Mentoring, Internships, Job shadowing

## II. Academic Offerings

BIO118 – Microbes and Human Health  
BIO380 – Microbiology  
BIO381 – Immunology  
CHE102 – Chemistry in Context  
ENV110 – Introduction to Environmental Studies  
FTS – First Term Seminar topics change yearly  
GWS224 – Staying Alive While Living on the Margins  
HES: 100- Personal Fitness for Nonmajors  
HES: 102-199- Physical Education Activities for Nonmajors  
HES: 126 – First Aid and Cardiopulmonary Resuscitation  
HES: 201- Health Education, Personal and Community  
HES: 202- Aquatics (WSI)  
HES: 203 – Introduction to Athletic Training  
HES: 205 – Prevention and Care of Athletic Injuries  
HES: 214 – Medical Terminology  
HES: 221 – Drug Education and Prevention  
HES: 222- Nutrition and Exercise  
HES: 223- Stress Management  
HES: 226- Community Health Education Theory and Practice  
HES 230 – Sexuality Education  
HES231 – Drugs, Sports and Human Performance  
HES234/235 – Human Anatomy and Physiology I/II  
HES: 237- Information Literacy in Health and Physical Education  
HES: 239- Applied Human Nutrition  
HES204, 244, 246, 317, 318, 319 – Athletic Training Clinical Labs  
HES303 – Athletic Training Techniques I  
HES305 – Kinesiology  
HES307 – Athletic Training Techniques II  
HES308 – Physiology of Exercise  
HES310 – Physiological Assessment  
HES313 – Health Fitness Models  
HES315 Elementary Education Content and Methods  
HES320- Physical Agents in Athletic Training  
HES321 – Therapeutic Exercise in Athletic Training  
HES350 – Fitness Specialist  
HES355 – The School Health Program  
HES398 – Health Fitness Seminar  
IDS246 – Globalization and Ethics of Development  
NUR210 – Parenting  
NUR239 – Nutrition and Wellness  
NUR300/301 – Research for Wellbeing/Wellbeing Research  
NUR302 – Health Care Issues  
NUR304 – Nursing Concepts  
NUR306 – Health Assessment  
NUR308/336 – Adult Health I/II

NUR338 – Child Health  
NUR386 – Perinatal Health  
NUR388 – Community Health  
NUR392 – Mental Health  
PHI243 – The Ethics of International Development  
POL285 – Sex, Power and Politics  
PSY100 – General Psychology  
PSY232 – Social Psychology  
PSY 234- Developmental Psychology  
PSY236- Personality Psychology  
PSY238- Brain and Behavior  
PSY241- Abnormal Psychology  
PSY334- Adult Psychology  
PSY336 – Humanistic Psychology  
REL233 – Christian Social Ethics  
REL243 – Ethics and Medicine  
S/A234: Personality and Society  
S/A242 – Drugs and Society  
S/A246- Body Perspectives  
S/A262- Sociology of Medicine

### III. Alcohol and Drug Education (including Peer Assistants – PAs)

Passive Programming	<ul style="list-style-type: none"> <li>▪ Newsletters</li> <li>▪ Table tents</li> </ul>
Educational Programming	<ul style="list-style-type: none"> <li>▪ Programming within the Dorms</li> <li>▪ Workshops &amp; Speakers</li> <li>▪ ACES Education</li> </ul>
Social Programming	<ul style="list-style-type: none"> <li>▪ Co-Sponsoring events with CAB/Counseling Center/Health Service</li> </ul>
Individual Wellness Initiatives	<ul style="list-style-type: none"> <li>▪ Office Hours – Professional staff</li> <li>▪ Office Hours – Peer Assistants</li> </ul>
Group Wellness Initiatives	<ul style="list-style-type: none"> <li>▪ National Health Observance Weeks throughout the year</li> <li>▪ Inside Scoop – Orientation for Freshman students</li> <li>▪ Staff participation on health related committees</li> </ul>
Philanthropy	<ul style="list-style-type: none"> <li>▪ Angel Tree</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>▪ Peer Assistant training program and conferences</li> <li>▪ Men’s Leadership</li> </ul>

### IV. Athletics/Intramurals – Lund Center

Passive Programming	<ul style="list-style-type: none"> <li>▪ Poster campaigns</li> <li>▪ Bulletin Boards</li> </ul>
Educational Programming	<ul style="list-style-type: none"> <li>▪ Student Athlete Volunteer Educators (SAVE)</li> </ul>
Social Programming	<ul style="list-style-type: none"> <li>▪ Saturday Night in Lund</li> </ul>
Individual Wellness Initiatives	<ul style="list-style-type: none"> <li>▪ Open 7 days a week for recreation</li> </ul>
Group Wellness Initiatives	<ul style="list-style-type: none"> <li>▪ Intramurals (80% of student body participates)</li> <li>▪ Division III athletic teams</li> <li>▪ Staff participation on health related committees</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>▪ Team fundraisers to support National organizations (ex. Breast Cancer Awareness and Toys for Teens)</li> </ul>

## V. Center for Vocational Reflection (CVR)

Passive Programming	<ul style="list-style-type: none"> <li>▪ Whiteboard &amp; Posters</li> <li>▪ Table tents</li> </ul>
Educational Programming	<ul style="list-style-type: none"> <li>▪ Workshops &amp; Retreats</li> <li>▪ Collaboration with FTS classes</li> <li>▪ Speakers &amp; Artists whose work touches on various aspects of wellness</li> </ul>
Social Programming	<ul style="list-style-type: none"> <li>▪ Book discussion groups</li> <li>▪ "I Can't Believe It Went So Fast" senior reflection dinner</li> <li>▪ Reflection dinners/retreats for internships and study abroad</li> </ul>
Individual Wellness Initiatives	<ul style="list-style-type: none"> <li>▪ Mentoring/counseling</li> </ul>
Group Wellness Initiatives	<ul style="list-style-type: none"> <li>▪ Sacred Space</li> <li>▪ Annual Chill-out &amp; Wellness Fair</li> <li>▪ Staff participation on health related committees</li> </ul>
Philanthropy	<ul style="list-style-type: none"> <li>▪ <i>Contemplative gardens</i> project in the Arboretum</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>▪ Participation in Servant-Leadership Program</li> </ul>

## VI. Chaplain's Office

Educational Programming	<ul style="list-style-type: none"> <li>▪ Study groups on the ELCA's Sexuality study documents or other timely materials</li> <li>▪ Retreats</li> </ul>
Individual Wellness Initiatives	<ul style="list-style-type: none"> <li>▪ Pastoral conversation and spiritual direction to students, faculty, staff, and alumni</li> <li>▪ Prayer cards, prayer shawls, and a brief visit to individuals touched by death, illness, surgery, or birth of baby.</li> </ul>
Group Wellness Initiatives	<ul style="list-style-type: none"> <li>▪ Chapel Service</li> <li>▪ Sacred Space</li> <li>▪ Collaboration with the Counseling Center for grief support group</li> <li>▪ Liaisons to all the religious student organizations</li> <li>▪ Staff participation on health related committees</li> </ul>
Philanthropy	<ul style="list-style-type: none"> <li>▪ <i>Contemplative gardens</i> project in the Arboretum</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>▪ Mentor chapel apprentices in peer-to-peer support for those with emotional and spiritual needs and struggles</li> </ul>

## VII. Counseling Center

Educational Programming	<ul style="list-style-type: none"> <li>▪ Workshops/Training Programs</li> <li>▪ Guest lectures in FTS, HES, English, Religion, Psych, etc.</li> </ul>
Individual Wellness Initiatives	<ul style="list-style-type: none"> <li>▪ Individual Counseling</li> <li>▪ Consultation services to staff, parents, faculty, administrators, coaches</li> </ul>
Group Wellness Initiatives	<ul style="list-style-type: none"> <li>▪ Group Counseling</li> <li>▪ Annual Chill-out and Wellness Fair</li> <li>▪ Staff participation on health related committees</li> <li>▪ Sexual Assault Education Team Leader</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>▪ Intern (Practicum) Program for Master's level and Doctoral candidates</li> </ul>

## VIII. Dining Services

Passive Programming	<ul style="list-style-type: none"> <li>▪ Labeling of dairy, wheat, nuts, eggs, shellfish</li> <li>▪ Listing ingredients in soups</li> </ul>
Group Wellness Initiatives	<ul style="list-style-type: none"> <li>▪ Staff participation on health related committees</li> </ul>
Philanthropy	<ul style="list-style-type: none"> <li>▪ Breast Cancer Awareness</li> </ul>

## IX. Disability Services

Individual Wellness Initiatives	<ul style="list-style-type: none"> <li>▪ Individual assessment, assistance, and intervention for students as requested</li> </ul>
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## **X. Health Service**

Passive Programming	<ul style="list-style-type: none"> <li>▪ Bulletin Boards</li> <li>▪ Table tents</li> </ul>
Educational Programming	<ul style="list-style-type: none"> <li>▪ Programming aimed to promote Health &amp; Wellness</li> <li>▪ Guest Lectures for Athletic Training &amp; groups per request</li> </ul>
Social Programming	<ul style="list-style-type: none"> <li>▪ Co-Sponsoring National Health Observance Weeks throughout the year with Peer Assistants</li> </ul>
Individual Wellness Initiatives	<ul style="list-style-type: none"> <li>▪ General medical clinic with two mid level providers (PA-C and CNP)</li> <li>▪ Walk in nurse consultations</li> <li>▪ Nutrition consults from Dietitian</li> <li>▪ Annual Flu Shot Clinic</li> </ul>
Group Wellness Initiatives	<ul style="list-style-type: none"> <li>▪ Annual Chill-out and Wellness Fair</li> <li>▪ Health related committees</li> <li>▪ Sexual Assault Response Team Leader</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>▪ Clinical rotation site for Athletic Training students</li> <li>▪ Internships</li> </ul>

## **XI. Human Resources - Gustavus Health Promotion (GHP)**

Passive Programming	<ul style="list-style-type: none"> <li>▪ Monthly Employee Newsletter</li> <li>▪ Bulletin Board in Lund</li> </ul>
Educational Programming	<ul style="list-style-type: none"> <li>▪ Lunch and Learn program</li> <li>▪ Employee Enhancement Day</li> </ul>
Individual Wellness Initiatives	<ul style="list-style-type: none"> <li>▪ Exercise classes over the Lunch Hour</li> <li>▪ Incentive based programs</li> <li>▪ Health Screening</li> </ul>

## XII. Residential Life

Passive Programming	<ul style="list-style-type: none"> <li>▪ Bulletin Boards in Res Halls</li> <li>▪ Flyers</li> </ul>
Educational Programming	<ul style="list-style-type: none"> <li>▪ Floor and Hall programs – outside speakers utilized</li> </ul>
Social Programming	<ul style="list-style-type: none"> <li>▪ Floor and Hall programs – created and implemented by res life staff</li> </ul>
Individual Wellness Initiatives	<ul style="list-style-type: none"> <li>▪ Professional and student staff are trained to be mentors and informal counselors to students</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>▪ StairWELL: a Learning and Living Environment for about 20 students interested in promoting health and wellness on campus</li> </ul>

## XIII. Student Activities Office

Passive Programming	<ul style="list-style-type: none"> <li>▪ Bulletin Boards</li> <li>▪ Newsletters</li> </ul>
Educational Programming	<ul style="list-style-type: none"> <li>▪ Co-sponsoring speakers</li> <li>▪ Freshman orientation</li> <li>▪ Student organizations who raise awareness and educate through programs</li> </ul>
Social programming	<ul style="list-style-type: none"> <li>▪ Homecoming events</li> <li>▪ Social events/opportunities</li> <li>▪ The Dive</li> </ul>
Group Wellness Initiatives	<ul style="list-style-type: none"> <li>▪ Exercise Classes over J-term</li> </ul>
Philanthropy	<ul style="list-style-type: none"> <li>▪ Student organizations with health related philanthropies</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>▪ Campus Activities Board</li> <li>▪ G.O.L.D. Leadership Series</li> </ul>