THE UNIVERSITY OF VERMONT
College of Nursing and Health Sciences

HLTH COURSES HANDBOOK

CONTENTS

INTRODUCTION TO HLTH COURSES

Background and Purposes

The HLTH prefix is an abbreviation for "Health". The prefix designates a portfolio of general enrollment courses in human health. The majority of HLTH courses are introductory (1-99 level) or intermediate (100-199) level courses and carry few or no prerequisites. The purposes of the HLTH courses are:

1. To support the mission of the College of Nursing and Health Sciences[1]
2. To promote personal health and wellness across the campus and in the greater community
3. To promote understanding of public health issues, policy and finance at local, regional, national and global levels
4. To help the University move forward its Health agenda
5. To generate student credit hours taught (SCHT) for the College and its departments

Scope of and Criteria for HLTH Courses

The scope of a HLTH course is broad, relevant to all of the health professions as well as the general public. HLTH courses are "survey" in nature, providing solid foundational knowledge in a topic area, although depth of coverage for any given subtopic is necessarily limited.

HLTH course contents pertain to:

- Promotion of one or more of the interrelated components of personal health: physical; mental; emotional; spiritual; sexual
- Socio-economic and/or Cultural Determinants of Health
- Public Health (U.S.)
- Global Health
- Occupational Health
- Environmental Health
- Health Policy and Finance
- Complimentary and Alternative Therapies

Administration

HLTH courses are administered by the CNHS Dean's Office. The Associate Dean (AD) is the responsible administrative officer.

There are three types of HLTH courses:

1. Funded and supported by the CNHS Dean's Office – SCHT credited to the College

[1] *CNHS Mission Statement*: To serve society at state, national and global levels by promoting health and wellness through exemplary practices and the development of new knowledge.

2. Funded and supported by a department – SCHT credited to the department
3. Funded and supported by Continuing Education – SCHT credited to CE

In the first two cases the administration of the course (recruitment of faculty, academic appointments, Course Action Forms, Schedules of Courses, budget, staff support, submission of documents for review and approval, etc.) is handled by the CNHS Dean's Office. In the third case the administrative details are handled by CE.

As a general rule at least five seats will be reserved for CE students in HLTH courses sponsored by the Deans Office or a CNHS department (categories 1 and 2 above). This is to ensure that interested individuals from outside the University can enroll as non-matriculated students.

As a general rule at least five seats will be reserved for matriculated students in HLTH courses sponsored by CE (category 3 above). This is to provide the opportunity for a limited number of interested matriculated students to enroll.

Curricular Review and Oversight

The portfolio of HLTH courses is developed by the AD in collaboration with the Dean and the department Chairs. The guiding principle will be to provide a balanced set of courses. To the extent possible, given available expertise, human and financial resources, the portfolio will include titles in each of the areas identified above. At the start of each semester the AD will report to the Dean and Chairs on the performance of HLTH courses during the preceding semester and proposed plans for HLTH courses in future semesters. In addition the AD will report at CNHS faculty retreats on the status of HLTH courses and proposed plans for the portfolio of courses in future semesters.

In considering proposals for a new HLTH course the AD will apply initial screening per the noted criteria. If the AD determines the proposal meets the criteria, he or she may appoint an ad hoc advisory committee composed of individuals with appropriate expertise. The advisory committee will review the proposal and the qualifications of the designated faculty member, and will make a recommendation to the AD as to whether the course should be offered. Consistent with CNHS policies and procedures, if the decision is made to list the new course, a Course Action Form with attached rationale statement will submitted to the CNHS Curriculum and Planning Committee for review and approval.

The CNHS Dean's Office will administer student course evaluations for each HLTH course in each semester that it is offered. In addition, the AD and/or his/her designee will sit-in on HLTH course classes from time to time to see how things are going. The AD will meet with the respective HLTH course faculty to discuss the results of the formal and informal evaluations of the course, and to develop plans for future offerings of the course.

HLTH Course Instructors' Responsibilities

Instructors are responsible for teaching a designated HLTH course(s) per the terms of the letter of appointment for a given semester. Instructors are expected to:

- Develop a course syllabus and schedule. Although syllabus contents will vary for each course, the syllabus must contain the major headings in the example in the appendices. A copy of your syllabus and schedule should be send to the Associate Dean (can be sent as an e-mail attachment).

- Manage their course(s) with resources and support services available (see section on Resources Available to HLTH Course Instructors)

- Be available to students via office hours and/or e-mail.

- Have their courses evaluated as described under General Policies and Procedures

- Submit course grades to the Registrar's Office with copy to the CNHS Dean's Office

- Abide by University and CNHS policies and procedures.

- Seek help and guidance as necessary to ensure their course(s) run smoothly and are of high quality, providing students with an excellent learning experience.

ORIENTATION INFORMATION FOR HLTH COURSE INSTRUCTORS

Faculty Appointment

Net ID

Everyone who is affilated with UVM has a network identifier (netid) that was commonly known as your Zoo username --which it is, and more. This unique identifier is formed from your name, typically (but not always!) your first initial and up to 7 characters of your last name. Middle initials and numeral suffixes are used to assure each netid is unique. Network ids are not changed except in rare cases of legal name changes. For historical reasons, some individuals' netids are their initials.

The NetID and your password are what you use to authenticate many computing services on campus including:

- your Zoo account (UVM email, Web server space, "shell" account, disk space)
- public computers in Waterman and Bailey-Howe (including both CyberCafes)
- some UVM-confidential information (such as the network security pages, class web pages)
- restricted information in UVM's electronic directory (UVM People & Services)
- many centrally supported Web applications (licensed application download, benefits access, etc...)
- UVM's wireless CatPaws network
- UVM's virtual private network (VPN)
- off-campus smtp.uvm.edu email delivery
- Webct
- the library computers
- our file transfer service (send big files to non-UVM people over the web)
- the UVM software archive
- secure, backed up storage for your files on our central server, Zoo
- *Future applications:*
- Oracle CorporateTime calendar
- new services requiring authentication
- People soft HR software

As time goes on, your NetID will become increasingly important as additional uses are developed.

You will need to activate your Net ID as a first step. If you have access to a computer at home go to this website (https://www.uvm.edu/account/account.php)(if you hold in the control key and click with the mouse your webrowser will open any of the links on this page. NOTE: you will need to be connected to the internet) and follow the process to activate your Net ID.

ID Card

The Process of obtaining your ID card will vary depending upon the specific nature of your appointment. Please make arrangements to stop by 105 Rowell to get a copy of your appointment letter before going to the Catcard office to have your ID created.

E-Mail

Once you have activated your Net ID an email account should automatically be generated and your account will be receiving incoming mail. You will, however, need to set yourself up with Outlook Express on a UVM computer or UVM Webmail on a home computer (or both). If you are having trouble setting your email account up please contact the IT support as detailed on page 10 of this document.

Peoplesoft and Self-Service Features

Parking

You will need to have your Net ID activated and then go to the Transportation and Parking (http://www.uvm.edu/tps/parking/?Page=permint.html&SM=submenufacstaff.html)page and fill out the form to have a tier 3 parking pass issued. You will need to pick the parking pass up at the Transportation and Parking office. You will need to pay a pro-rated amount of the cost for a yearly parking pass based on a percentage of your UVM salary.

You cannot park in the Visitor Parking spaces and pay the meters. Your parking pass will be tied to a specific license plate. If the Transportation and Parking staff notice a UVM employee using a visitor space they will issue a ticket.

After 3:30 p.m. anybody with a UVM parking pass can park in either the Given or the Agriculture and Life Sciences lot. Both are marked on the map. After 6:00 p.m. the UVM parking lots are open to vehicles without a UVM parking pass.

Building Access

If you are planning to use UVM facilities after working hours or on weekends you will need to use your barcoded UVM ID which has been provided to you at the cardswipes outside of the buildings you are going to enter. You will need to print this form (http://uvm.edu/~uvmppd/Online_Forms/key_request.html) fill it out, and turn it into to Dean's Office in 105 Rowell if you are having problems entering buildings with your ID.

RESOURCES AVAILABLE TO HLTH COURSE INSTRUCTORS

Library Resources

General Resources and Services

Dana Medical Library schedules and services, including access to reference textbooks, journal articles and electronic databases are described at the following URL http://library.uvm.edu/dana/index.php The CNHS Dean's Office can provide a copier debit card that you may use with the Dana Library's photocopiers to make a personal copy of selected articles. Please have multiple and large volume copies made in the Dean's office suite located in 105 Rowell. Also, please note the following copyright policy as it pertains to making class copies of copyrighted material. http://library.uvm.edu/services/reserves/ereserveguide.html.

Course Reserves

Faculty can place hard copy and electronic course materials on reserve at the Dana Medical Library. The reserve services are designed to provide access to high demand course materials to people enrolled in UVM classes. Instructions for placing items on reserve can be found at http://library.uvm.edu/dana/services/index.html

Optical Scanning of Exams

A *Scantron* optical scanner is available for scanning and scoring multiple choice exam answer sheets. The scanner is located on the ground floor of the Bailey Howe library. Instructions for operating the scanner are contained in a loose leaf binder kept near the scanner. Scantron computerized answer sheets, available in the CNHS Dean's Office, must be used.

Item analysis, frequency distribution and other analyses of exams can be done on a second optical scanner connected to a computer, also located at the Bailey Howe library. Instructions for operating the system are contained in a loose leaf binder kept near the scanner. This system has some special requirements:

- NCS MicroTEST Test Header (available in the CNHS Dean's Office) must be completed and scanned first
- You must store the data on your own removable storage device, to be printed at a later time

NOTE: This system will not score the exam answer sheets. You must use the stand-alone scanner for scoring the answer sheets.

Course Support

The HLTH classes that you are teaching are supported by the Dean's Office staff in 105 Rowell. The staff here will perform photocopying, stapling, and other office functions in support of you

HLTH course. Please plan on a turn around time of 48hrs. Though staff may be able to help right away they may not always be able to immediately address your needs.

Classroom Media Support

The classrooms that you use are administered and maintained by the University and not the College. If you would like training or need help with any of the technology in your classroom please visit the following site http://www.uvm.edu/cit/media/ for a list of people and phone numbers that can render assistance. If you are in the Rowell Building you can contact Roger Wiberg at 656-1952 or Judi Bradley at 656-4649.

CNHS Electronic Classroom

The College of Nursing and Health Sciences' Computer Laboratory, located in 104 Rowell Building, is a resource dedicated to the support of teaching and learning. The classroom includes 15 terminals, printers and an LCD projector. The computer lab has a capacity of 20 students. The Computer Laboratory is available for use by CNHS students, faculty and staff, and as arranged, to other University-affiliated groups for the purposes noted. Possible uses of the laboratory include but are not limited to self-paced learning modules; interactive learning modules; computerized literature searches; internet searches; and classroom instruction related to computer skills and electronic media. The computer laboratory is not intended for personal uses such as word processing, web surfing or e-mail communications, except as they may apply to curricular assignments or educational media. To reserve the room contact the CNHS Office of Student Services which is located on the ground floor of Rowell, at 656-3858. Please review CNHS Computer Lab Policy: cnhs/CNHS Policies and Procedures/CNHS Web and IT Policies/Computer Lab Policy 050104.doc

WebCT

The University supports the use of WebCT https://www.uvm.edu/webct/?cat=2 to enhance courses or for fully on-line courses. The Center for Teaching and Learning (CTL) sponsors a Web CT workshop once or twice a year, and provides technical assistance for problems that arise in WebCT applications. You can learn more about WebCT and the CTL's other educational offerings at http://www.uvm.edu/~ctl/

Shared Office Space

Rowell 002D is a shared office, available to HLTH course instructors. The room is equipped with a telephone and a desktop computer with internet access. The purpose of the office is to provide a place where instructors can meet with students and conduct work related to their HLTH course(s). The working principle is the office will be available to instructors at times adjacent to the meeting times of their courses i.e. one or two hour blocks immediate prior to and after class. Since the office is shared, instructors should contact the Office of Student Services to schedule their office hours, thereby precluding scheduling conflicts with other instructors.

IT Support

Faculty and staff are responsible for basic computer operations and use of software. IT support is available to all faculty teaching HLTH courses for troubleshooting major problems such as:

- Hardware failures
- Networking set-ups and problems
- Problems with internet access
- Infection by a "resistant" virus

For help with the type of IT problems noted above, contact the CNHS support technician at 656-2410 or pager: 350-8774.

For help with classroom media problems contact Media Services. The following site http://www.uvm.edu/cit/media/ provides a list of people and phone numbers that can render assistance.

CNHS Office of Student Services (OSS)

The Office of Student Services, located on the ground floor of the Rowell building, provides general academic information and guidance to faculty, students and staff. OSS is the first-line resource for student-related issues including academic policies and procedures, referral to campus resources and general guidance.

GENERAL POLICIES AND PROCEDURES

Setting-up a HLTH Course

The portfolio of HLTH courses is developed by the Associate Dean (AD) in collaboration with the Dean and the department Chairs, as described under *Curricular Review and Oversight*. Each semester the AD submits to the Registrar the *Schedule of Courses* for the next semester. To complete the form the AD will contact you to ascertain the enrollment cap, preferred meeting pattern and media needs for the course. Based on this information the Registrar's Office develops a preliminary schedule with assigned classrooms and assigned course code numbers (CRN). The information is disseminated by the AD and faculty may request a change of assigned classroom according to the procedures outlined below. Because of the finite availability of classrooms, changing a classroom sometimes requires a change of the course meeting pattern.

Once the University Schedule of Courses is finalized it is posted on the Registrar's home page, where you can check the listed specifications for your course and track enrollments. http://www.uvm.edu/~rgweb/

Requests for Change of Classroom

Classrooms for all HLTH courses are assigned by the Registrar through a central scheduling process. Classroom changes will be considered once a "Room Change Request" form has been received by the Associate Dean. The form is on the shared drive: cnhs/CNHS Policies and Procedures/Classroom Change Request Form.doc

Ordering Textbooks

Book orders can be submitted directly to the UVM Bookstore via e-mail. You can use the sample memo in the appendices as a template for your order. The memo outlines the essential information that the Bookstore will need and provides the e-mail address.

Course Evaluation

On occasion the Associate Dean will sit-in on HLTH courses to get a subjective sense for how things are going and to maintain contact with the various instructors.

A standardized student course evaluation (appended) will be administered for each HLTH course by a staff person from the CNHS Dean's Office. The evaluation, which takes about 10 minutes, must take place during a regular class meeting time near the end of the course. The instructor must be absent while the evaluation is being administered in order to ensure the confidentiality of students' responses. When planning their course schedule instructors should designate the date of the evaluation and make arrangements with Valerie Pallotta, to have the evaluation administered.

The course evaluations will be reviewed by the Associate Dean. Copies of the course evaluation data will be sent to the instructor. Subsequently the Associate Dean will debrief with each instructor to discuss the course, the instructors' performance, provide ideas and constructive criticisms.

SELECTED ACADEMIC POLICIES AND PROCEDURES

Note: The CNHS Office of Student Services, located in Rowell 001, provides general academic information and guidance to faculty, students and staff. OSS is the first-line resource for student-related issues including academic policies and procedures, referral to campus resources and general guidance.

The below items are not a comprehensive list of academic policies and procedures. More information on academic policies and procedures can be found at http://www.uvm.edu/~uvmppg/ppg/?Page=student/list.html In addition most forms are available on the Registrar's home page: http://www.uvm.edu/~rgweb/

- **Student Registration Restrictions**
  Degree students have a may register for "day division" classes (courses offered between 8:00 am to 3:00 pm) at the start of the pre-registration period. Degree students may not register for "evening division" courses until the week prior to the start of the semester.

  Non-degree students (sometime referred to as CE students) have a higher priority than degree students for "evening division" course registration. Conversely, non-degree students may not register for day division courses until the week prior to the start of classes.

- **Instructor Over-ride**
  All students may request an "over-ride" to enroll in a class. An over-ride will by pass any type of restriction (pre-requisite, class-standing, degree status). Only the faculty member teaching the class can authorize an over-ride.

- **Add/Drop Period**
  During the first two weeks of the semester students may add and drop classes either electronically or with the add/drop form (the forms are available in the Office of Student Services). If the class is to capacity students will need the professor's permission to add the class.

  Students who do not attend a class for which they are registered are not automatically "dropped" from the roster. Students who never attended a class and wish to drop after the add/drop deadline may do so retroactively BUT will need documentation from the professor indicating that the student "never attended."

- **Withdrawal Period**
  Students may withdraw from a class after the add/drop period and prior to the ____ week of class. Student's who request to withdraw after the deadline will need approval from

their academic dean's office (which may be different from the faculty's academic unit). Such requests from CNHS students are reviewed by the student's college/school's faculty student standards committee who then make a recommendation to the Dean. (add link to form on registrar's site)

- **Issuing an "Incomplete"**
  A student may be issued a grade of "incomplete" at the discretion of the professor. The instructor indicates "I" on the grade report and forwards an Incomplete Form to the student's Dean's Office. The "I" is replace by the grade earned at the time the work is completed by submitting a "Change of Grade Form." If the work is not completed by the deadline the student will be issued the grade indicated on the Incomplete Form. (Incomplete forms are available in the Office of Student Services.)

- **Change of Grade**
  A change of grade can be made by the instructor of the class by submitting a "Change of Grade" form. (Change of Grade forms are available in the Office of Student Services.)

Appendix A: Template for Book Orders

TO: Denise Bora <denise.bora@uvm.edu>

FROM: Brian Reed, Ph.D., P.T., Associate Professor of Physical Therapy, Associate Dean, College of Nursing and Health Sciences (X 62232)

RE: Book orders for HLTH 195: Exercise, Fitness and Health

DATE: 12/21/05

I am writing to order a textbook of the Spring 06 semester. The specific information is listed below. Thank you very much for your help, and please do not hesitate to contact me if you have questions.

Textbook Title: ***Essentials of Exercise Physiology***
Author: McArdle WD, Katch FI, Katch VL
Publisher: Lippincott Williams & Williams
ISBN: 0-683-30507-7

Course Number: HLTH 095
Course Title: Exercise, Fitness and Health
CRN: 12319
Course Instructor: Prof. Brian Reed
Expected enrollment: 30
The text is required

Appendix B

THE UNIVERSITY OF VERMONT
College of Nursing and Health Sciences

HLTH 195: Exercise, Fitness and Health

Course Syllabus (EXAMPLE)

Spring 2006

Instructor Brian Reed, Ph.D., P.T., Associate Professor of Physical Therapy
Office: 105 Rowell Building
Telephone: 656-2232
E-mail: brian.reed@uvm.edu
Office Hours: By appointment

Credits: 3

CRN: 12319

Class Meeting Times: Tues/Thurs, 2:00 -3:15 pm, Rowell 244.

Pre-requisite: One semester BIOL 001, 002, 003, or 004; or ANPS 19-20; or MPBP 201-202

Required Text

McArdle, Katch & Katch: Essentials of Exercise Physiology, ed. 3. Philadelphia, Lippincott-Williams & Wilkins, 2006 (ISBN 0-7817-4991-3).

Resources

WebCT: Course materials, announcements, chat rooms, etc. are posted on the Web, available via WebCT. Students can access the site using their UVM netID and password. *Note*: Many of the posted documents are in Microsoft Word, Excel or Powerpoint. You may need Windows software to view the documents on your computer.

Web Sites

- ACSM's Fit Society Newsletter. http://www.acsm.org/health%2Bfitness/fit_society.htm
- Centers for Disease Control and Prevention. http://www.cdc.gov/
- UVM Dept of Nutrition and Food Sciences. http://nutrition.uvm.edu/nfs/htm/interactive_learning/ (Explore the links *Interactive Resources*, *Activities* and *Videos*)
- USDA Food & Nutrition Information Center. http://www.nal.usda.gov/fnic/

Description

This is an intermediate course on fundamentals of exercise physiology, diet and fitness as they relate to health, wellness and human performance.

The purpose of the course is to provide undergraduate students, including those who are not enrolled in a physical education or health professional program, background in exercise and fitness. Students will learn fundamental tenets of fitness, diet, exercise physiology and conditioning, and their relationship to health and wellness across the lifespan. By the end of the course students will be able to design, implement and maintain a sound personal fitness program.

The course will begin by examining the components of fitness. We will then study nutrition and the processes by which foodstuffs are converted into utilizable energy in the body. We will move on to study exercise physiology and responses to various types of conditioning for fitness and performance. Subsequently we will learn about body composition and use various methods to measure it. We will estimate the balance between energy intake and energy expenditure during specific activities and we will apply principles of diet and weight control. We will consider differences in anthropometrics, tissue morphology, physiologic function and exercise capacities as a function of age. We will review principles for the care and prevention of minor injuries and we will consider barriers to and strategies for changing one's lifestyle to improve fitness and health. Scattered across this chronology there will be several special topics discussions on current issues in fitness, health and human performance.

Pedagogy

Lectures, class discussions, laboratories, out-of-class assignments, personal project.

Objectives

Given lectures, readings, laboratory experiences, and assigned work, the student will:

1. Describe risks and benefits of various forms of exercise

2. Describe the role of exercise and fitness in the maintenance of health

3. Explain the metabolic pathways used for the production and utilization of energy during anaerobic and aerobic exercise.

5. Identify good dietary practices.

6. Analyze a diet for the relative contributions of various foodstuffs.

7. Calculate caloric balance, given an individual's caloric intake and energy expenditure over a finite period of time.

8. Monitor vital signs at rest and during exercise

9. Describe the acute physiologic responses to exercise and adaptations in the cardiovascular, respiratory, neuromuscular and endocrine systems that occur with aerobic and anaerobic exercise training.

10. Analyze and interpret exercise performance data including, but not limited to:
    a) Calculate a subject's VO_2 max and RQ values from open circuit spirometry tests
    b) Estimate a subject's VO_2 max using sub-maximal bicycle or treadmill exercise tests.
    c) Interpret blood pressure, heart rate, Rate-Pressure Product, Rating of Perceived Exertion responses to exercise
    d) Interpret repetition maximum (RM) values in response to strength training
    e) Interpret results of functional tests of fitness

11. Estimate a person's percentage of body fat using various techniques.

12. Describe changes in anthropometrics, tissue morphology, physiologic function and exercise capacities as a function of age.

13. Using the principles of exercise prescription - mode, frequency, intensity, duration - design an exercise program appropriate for:
    - muscle flexibility, strength and endurance
    - cardio-respiratory endurance
    - weight loss/control
    - specific therapeutic/functional goals

14. Demonstrate understanding of exercise physiology concepts and their application.

15. Design, a sound personal fitness program including a plan for implementation and maintenance.

Testing and Grading

There will be two hour exams and a comprehensive final exam for the course. Exam questions will be objective in nature i.e. multiple choice, short answer and numerical problem solving. In addition, there will be four assignments: a metabolism worksheet, an out-of-class laboratory, a special topic research and discussion assignment; and a personal project (with journaling) to improve one aspect of physical health and/or performance via exercise and/or diet.

Exam 1	20%
Exam 2	20%
Final Exam	25%
Metabolism Worksheet	1%
Out-of-Class Lab Assignment	4%
Personal Project Report (+ Journal)	20%
Contribution to Class Discussions	5%
Annotated bibliography	5%

Grading Scale

A+	97-100	B+	87-89	C+	77-79	D+	67-69	F	<60
A	93-96	B	83-86	C	73-76	D	63-66		
A-	90-92	B-	80-82	C-	70-72	D-	60-62		

Special Topic Research and Discussion

Students will be assigned to small groups that will research a special topic in exercise/fitness and lead a class discussion on the topic. The group members will determine how to parse, research and lead the whole-class discussion on the topic. The small group may assign a reading(s) to the rest of the class in preparation for the discussion. On the date of the discussion each group member will submit an annotated bibliography for their subtopic. Students will be graded for their annotated bibliography and their overall contribution to class discussions.

Examples of Special Topics

- Sports Nutrition
- Performance capabilities: Nature vs. Nurture
- Ergogenic aids to physical performance
- Stretching, Flexibility and Injury Prevention
- Popular Diets – pros and cons
- Causes of and treatments for obesity
- Exercise, Nutrition and Bone Density
- Male vs. Female responses to exercise and training
- Periodization in Training Programs
- Exercise Effects on the Immune Response
- Exercise and Pregnancy

Personal Project

In this project you will apply principles covered in this course to improve at least one aspect of your physical health and/or performance via exercise and/or diet. The project has four steps:

Step1: Assess your own health-fitness status on the basis of the *Wellness Questionnaire*. Choose one aspect of your physical health that you intend to change via exercise and/or diet over the course of the Spring semester.

Step 2: Complete the *Physical Health/Performance Improvement Contract* attached to this syllabus. This will help you plan, implement and evaluate your progress on a specific measurable goal(s). Submit the contract no later than Tuesday 1/24/06. ***Do not begin your project until I have reviewed and approved your plan.***

Step 3: Keep a journal of your project-related activities. The journal should consist of focused weekly entries (a paragraph) in which you reflect on your successes, failures, barriers you have

encountered while trying to reach your goal, etc. Record your thoughts, ideas and changes in your thinking as we progress through the course. Your journal may be handwritten or typed.

Step 4: Submit a written report on your project with journal appended on the last day of class, 5/2/06. The report may be no longer than 1000 words (type written). The report may be in outline or "bullet" format, and may include charts and tables; it must contain: a review of the goal; the program; the collected data; and an analysis of the success of the program. Describe changes you would make in the program if you were to begin over. Also describe the one thing that most helped you stay "on track"; the thing that hindered you the most. Explain what you learned from this experience. Your project will be graded on the basis of the appropriateness of the program, quality of collected data, quality of the analysis, and quality of writing (See attached grading grid). Remember, critical analysis is more important than whether or not you actually achieved your goal.

Alternate Project

In the case you feel there is no aspect of your fitness/diet which can be improved, please see me to discuss the alternate project described below. Students may ***not*** undertake the alternate project without permission.

Complete a limited review of the literature on some aspect of exercise physiology (to be agreed upon). The purpose of the review is to define the state of knowledge on the designated topic. In doing so, the review must draw conclusions from the researched literature, but the conclusions should not automatically be those of the respective authors. The credibility of each study must be determined, and your own conclusions must be qualified accordingly. The review must include no fewer than four research articles from the periodical literature. The text of the review will be no more than 2,000 words, not including references, typed (12-point font) and double-spaced. References should conform to the format described in *Physical Therapy*. I will provide you with two sets of guidelines: *Format Guidelines for a Review of the Literature* and *Strategy for Reviewing Papers* for guidance. Your review will be graded with respect to the guidelines, and your grade will be substituted for that of the standard project in the calculation of your grade for course. You may contact me as needed for clarification and advice as you work on your review.

Appendix C

HLTH 195 SCHEDULE - Spring 2006 *(SAMPLE)*

DATE	TOPIC	READING
Tu 1/17	Introduction; Fitness and Health; Components of Fitness; Risks/Benefits of Exercise; Self Assessment	McArdle: 645-661
Th 1/19	Laboratory: Measurement of Vital Signs; Spirometry Measurements of Lung Volumes	
Tu 1/24	Foodstuffs; Health Issues Related to Diet; ***Physical Health/Performance Improvement Contracts Due***	McArdle: 40-66; (Optional: 67-80)
Th 1/26	Metabolism; Energy Transfer; ***Metabolism Worksheets Distributed***	McArdle: 170-199; Worksheets
Tu 1/31	Physiological Responses to Exercise: Respiratory; ***Metabolism Worksheets Due***	McArdle: 294-324
Th 2/2	Physiological Responses to Exercise: Cardiovascular	McArdle: 330-361
Tu 2/7	Physiological Responses to Exercise: Neuromuscular; Bone; Fatigue and its Causes	McArdle: 366-397
Th 2/9	Special Topic Class Discussion (topic to be determined)	TBA
Tu 2/14	**Exam**	
Th 2/16	Measurement of Aerobic/Anaerobic Capacities	McArdle: 224-257; Handout
Tu 2/21	Laboratory: Submaximal Testing of Aerobic Capacity	Handouts
Th 2/23	Principles of Aerobic and Anaerobic Conditioning; Developing a Cardiopulmonary Endurance Program	McArdle: 436-464
Tu 2/28	Special Topic Class Discussion (topic to be determined)	TBA
Th 3/2	Lab: Anaerobic Capacity Testing at Human Performance Lab, PFG (split sessions; Prof. Declan Connolly)	
Tu 3/7	Town Meeting Day – No Classes	
Th 3/9	Principles of Conditioning for Musculoskeletal Flexibility, Strength; Developing a Strengthening Program	McArdle: 470-509; Handout
Tu 3/14	Field Tests of Endurance, Strength and Power	TBA
Th 3/16	Physical Activity Guidelines; Exercise Under Stressful Environmental Conditions	TBA
Tu 3/21	Spring Break – No Classes	
Th 3/23	Spring Break – No Classes	
Tu 3/28	Special Topic Class Discussion (topic to be determined)	TBA
Th 3/30	**Exam**	
Tu 4/4	Injury Prevention and Treatment of Minor Injuries (Prof. Alan Maynard)	TBA
Th 4/6	Body Composition and its Estimation (Prof. Stephen Pintauro)	McArdle: 560-587
Tu 4/11	Laboratory: Estimation of Body Composition; ***Out-of-Class Lab Distributed***	McArdle: 560-587
Th 4/13	Quantification of Energy Expenditure; Exercise, Diet and Weight Control;	McArdle: 94-98; 587-621; Handouts
Tu 4/18	Motivating for Change (Prof. Susan Kasser)	TBA
Th 4/20	Physiological Changes and Physical Performance Across the Life Span); ***Out-of-Class Lab Report Due***	McArdle: 630-645
Tu 4/25	Special Topic Class Discussion (topic to be determined)	TBA
Th 4/27	Special Topic Class Discussion (topic to be determined)	TBA
Tu 5/2	Review; Course Evaluation; ***Personal Project Reports Due***	
Th 5/11	**Final Examination** (4:00-7:45 pm, Rowell 244)	

UVM COLLEGE OF NURSING AND HEALTH SCIENCES
COURSE EVALUATION (SAMPLE)

COURSE: HLTH 108: Explorations in Public Health SEMESTER: Fall '06 INSTRUCTOR: Fiona Patterson

Name (optional): _____

The intent of this evaluation is to solicit feedback and constructive criticism, to help improve the quality of the course. Your thoughtful responses and written comments will be most appreciated. Use the reverse side as needed.

Evaluate each of the following categories according to the following criteria:
1 = Poor; 2 = Fair; 3 = Average; 4 = Good; 5 = Excellent; N/A = Not Applicable

	1	2	3	4	5	N/A
Objectives Identified						
Objectives Met						
Overall Teaching Effectiveness of Fiona Patterson						
Enthusiasm						
Knowledge						
Ability to engage students						
Clarity						
Availability						
Rapport with Students						
Effective use of class time						
Quality and usefulness of Textbooks and Readings						
Quality of Handouts & Study Guides						
Audiovisual Aids						
Fairness of Grading						
Value of Service Learning Component						
Value of Required Projects & Papers						
Fairness of Grading						
Overall Assessment of Course						

Comments: Things Done Well	Suggestions for Improvement

Appendix E

CONTACT INFORMATION FOR HLTH COURSES

PERSON	ADDRESS	TELEPHONE	E-MAIL	RESPONSIBILITY
Brian Reed	Rowell 105	656-2232	brian.reed@uvm.edu	Administrator
Wanda Bean	Rowell 105	656-3427	wanda.bean@uvm.edu	Human Resources, Business Manager
Tacy Lincoln	Rowell 001	656-0968	tacy.lincoln@uvm.edu	Student Services
Valerie Pallotta	Rowell 001	656-3858	valerie.pallotta@uvm.edu	Student Services, Course Support Services, Scheduling use of Rowell 002 Office
Daryl Brown	Rowell 105	656-2216	daryl.brown@uvm.edu	Course Support Services
Ben Schacher	Rowell 105	656-2410	ben.schacher@uvm.edu	IT Support

Appendix F

CNHS ADMINISTRATIVE STRUCTURE DIAGRAM