

# Lifestyles for Learning

J-Term, 2017

Caribbean Islands

ED1131/ED2131 (3 credits)

Beginning Boating Skills, PE 1630 (1 credit)



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## Course Description

This course explores current scientifically-based information about health and wellness issues relevant to the college student, from the individual to the more global perspective. The course introduces health education content specifically confronting college-age adults, including mind/body health, sleep, diet and nutrition, and models of resilience. This study abroad trip provides students with the opportunity to actively study and engage in strategies for healthful living while practicing those skills necessary for traveling and learning in a new environment. Students will be provided opportunities to research, apply and practice various models related to course themes, and will ultimately complete a Personal Health Toolkit. This wellness course focuses on the relationship between lifestyle choices and the learning process, asking students to reflect on how their personal choices can affect their academic achievement. Students will share what they have learned at the New Student Orientation in January.

Most mornings prior to breakfast will be spent in group wellness activities, focusing on stress awareness and reduction. Class activities will take place each day between breakfast and 4:00pm. Direct instruction and class time will occur every afternoon between 4-6pm, during which students will explore course themes through assigned readings and discussion. Most evenings after dinner will be spent in seminar format reflecting on the day's experiences and preparing for the next day's activities, and completing assigned work. Students will be expected to engage in an on-going reflection of how the seminar theories, activities and readings, coupled with their direct experiences, are informing their understanding of the course themes related to healthy lifestyle choices that positively impact the college student. Students will engage in daily reflective writing, and will regularly post their reflections on the course travel blog.

**Required Text:** Course-pack prepared by the instructor. Students are expected to buy and carry the course-pack with them to the Caribbean Islands.

**Required Journal:** Students are required to purchase a "College Ruled Composition" journal and to carry it with them throughout the trip. It is bundled with the course-pack for purchase in the bookstore.

**Credit Note:** In addition to the work expected for the 1000-level of the course, **students taking the course for 2000-level credit** will be expected to complete additional work. Please see *Assignments & Grading*, below, for more specific information.

**Prerequisites:** ED1131: EN 1011, FY1011: passed with a C or better.  
ED 2131: passed with a C or better.

## Learning Objectives, 1000 & 2000 level

- **Develop** a foundational knowledge in health education topics related to personal health and wellness through assigned readings
- **Identify** current research in the field of Mind/Body Health and models of resilience by evaluating sources of health education information
- **Understand** health as multidimensional, involving the whole person in a psychoneuroimmunological (PNI) model, through assigned readings and activities
- **Explore** the relationship between lifestyle factors and the impact of these on the academic experience, through readings, classroom discussions and activities
- **Examine** how one's understanding of his/her own lifestyle choices can be expanded by observing, sampling, and reflecting on, new experiences in a foreign culture
- Identify and **apply** new lifestyle models to one's own experience and reflect on the outcomes

## Skills to be Emphasized

- **Educational/Cultural Curiosity**  
Students will engage with a recursive process of asking questions and seeking answers through multiple sources
- **Critical Thinking**  
Emphasis will be placed on critical analysis of written, oral, and observational analysis
- **Research**  
This course will involve the gathering, assessment and integration of multiple sources of data related to course themes
- **Reading**  
Students will read articles provided in the course-pack as well as those researched and located independently
- **Writing**  
A focus on writing for clarity- for reflective purposes as well as more formal papers- will be emphasized
- **Oral Communication**  
Students will practice those skills necessary for speaking and listening to their peers in daily group discussions

## Methods of Assessment

(All are for 1000-level, with 2000-level additional requirements added where applicable)

### 20% Participation and Engagement

*Description:* Active and consistent engagement is required and includes attending all class periods, participating in structured group activities and field trips as well as all group discussions.

### 10% Journaling

*Description:* Expectation is that students will be engaging in journaling throughout the term as a method of internalizing new learning and experiences. The entries should provide a descriptive account of the reading or activity/event and include your thoughts about the experience, including personal take-away. Journaling can include writing for the travel blog.

**~2000-level: addition of a final, comprehensive journal reflection paper of 2-4 pages**

### 20% Reading Assignments and Written Responses

*Description:* As preparation for class and daily hands-on experiences, students will be expected to engage in the active-reading of articles in the course-pack, and to respond in writing. These twice-weekly responses will be approximately one-page in length. (Two weekly)~

**~2000-level: addition of four articles with one-page written responses (four weekly)~**

### 10% Boat Experience Final Reflection Essay

*Description:* While on-board the Roseway, students will be expected to journal about their experiences every day. This final 2-4 page reflection essay will pull the daily journal entries together into a cohesive experience.

### 15% Formal Papers:

*Description:* In addition to the shorter, more informal, reading responses, students will be required to write one 3-5 page paper on a topic related to the course themes and for which the student will engage in observation and research while studying abroad. An annotated bibliography will be required.

### 10% Culminating Project- Personal Health Toolkit

*Description:* Development of a personalized system, incorporating the four main class themes for mental and physical health, to support the student when they return to campus life.

### 15% Final Presentation- LC New Student Orientation

*Description:* This final presentation will be the culmination of the course. Each student will be responsible for contributing to a presentation on Friday, January 20th to the new students on campus. The focus will be on the course theme of Wellness and will be in Power Point format.

### Landmark College Code of Conduct:

While studying away from the college, it will be important for students to remember that the following are expectations that must be adhered to so everyone in the group has the opportunity to have a positive experience:

**Honesty--Safety--Understanding-- Respect for Others-- Respect for Property-- Respect for Community**

[http://www.landmark.edu/m/uploads/Student\\_Handbook\\_2014-2015.pdf](http://www.landmark.edu/m/uploads/Student_Handbook_2014-2015.pdf)

### Basic Itinerary

(Daily Activities & Assignments Appear in Coursepack Calendar)

#### January, 2017

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>	<i>Sunday</i>
2nd <b>Fly out</b>  St. Thomas over night	3rd  <b>Board the boat</b>	4th  Boat	5th  Boat	6th  Boat	7th <b>Disembark St. John</b>  Cinnamon Bay <b>Campground</b>	8th  Campground
9th  Camp	10 <sup>th</sup>  Camp	11 <sup>th</sup>  Camp	12 <sup>th</sup>  Camp	13 <sup>th</sup>  <b>Travel to Concordia Eco tents</b>	14 <sup>th</sup>  Eco tents	15 <sup>th</sup>  Eco tents
16 <sup>th</sup>  Eco Tents	17 <sup>th</sup>  Eco Tents	18 <sup>th</sup>  <b>Fly Home</b>	19 <sup>th</sup>  <b>On campus</b> Class-time 10-12 & 1-3	20 <sup>th</sup>  <b>On campus:</b> Presentation at New Student Orientation		