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2022


Maintaining Health and Wellness in College

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Maintaining Health and Wellness in College

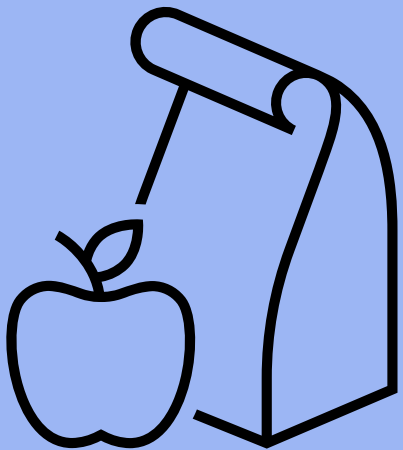
STUDENT FACILITATOR: LINDSEY REECE

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SECTION: COR 101 - 002

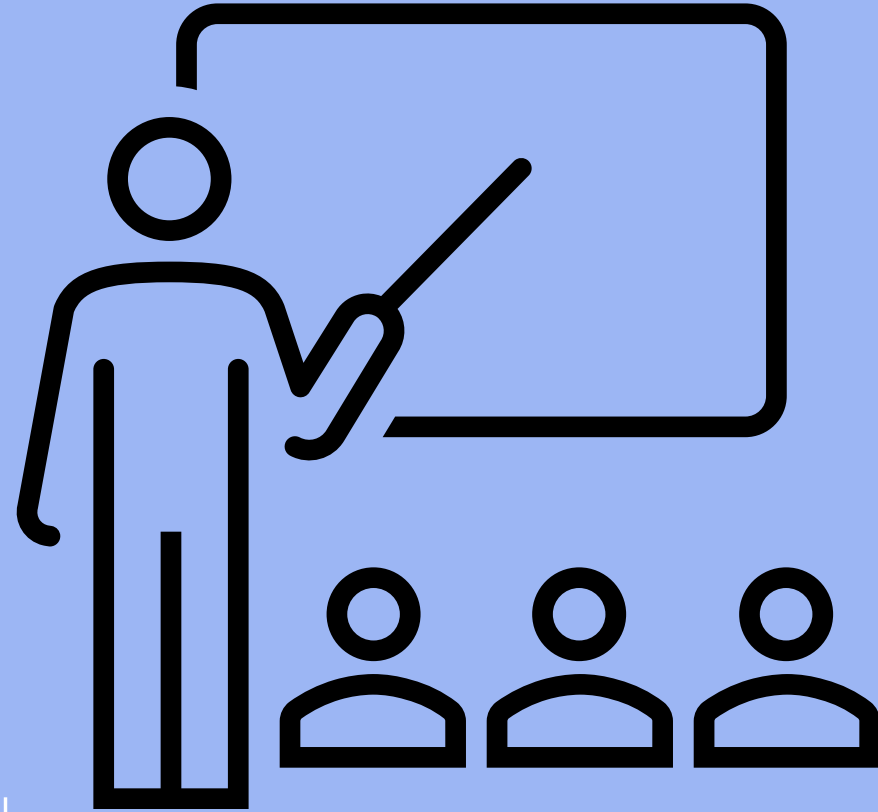
Topic

- For my lesson I chose the topic of How to Maintain Health and Wellness While Adjusting to College. I reflected on what health and wellness is and the three main types; Physical, Mental/Emotional and Social. I explained the importance of maintaining your health and gave them tips on how to do that. I also gave them on campus resources that can help them maintain their health and wellness.



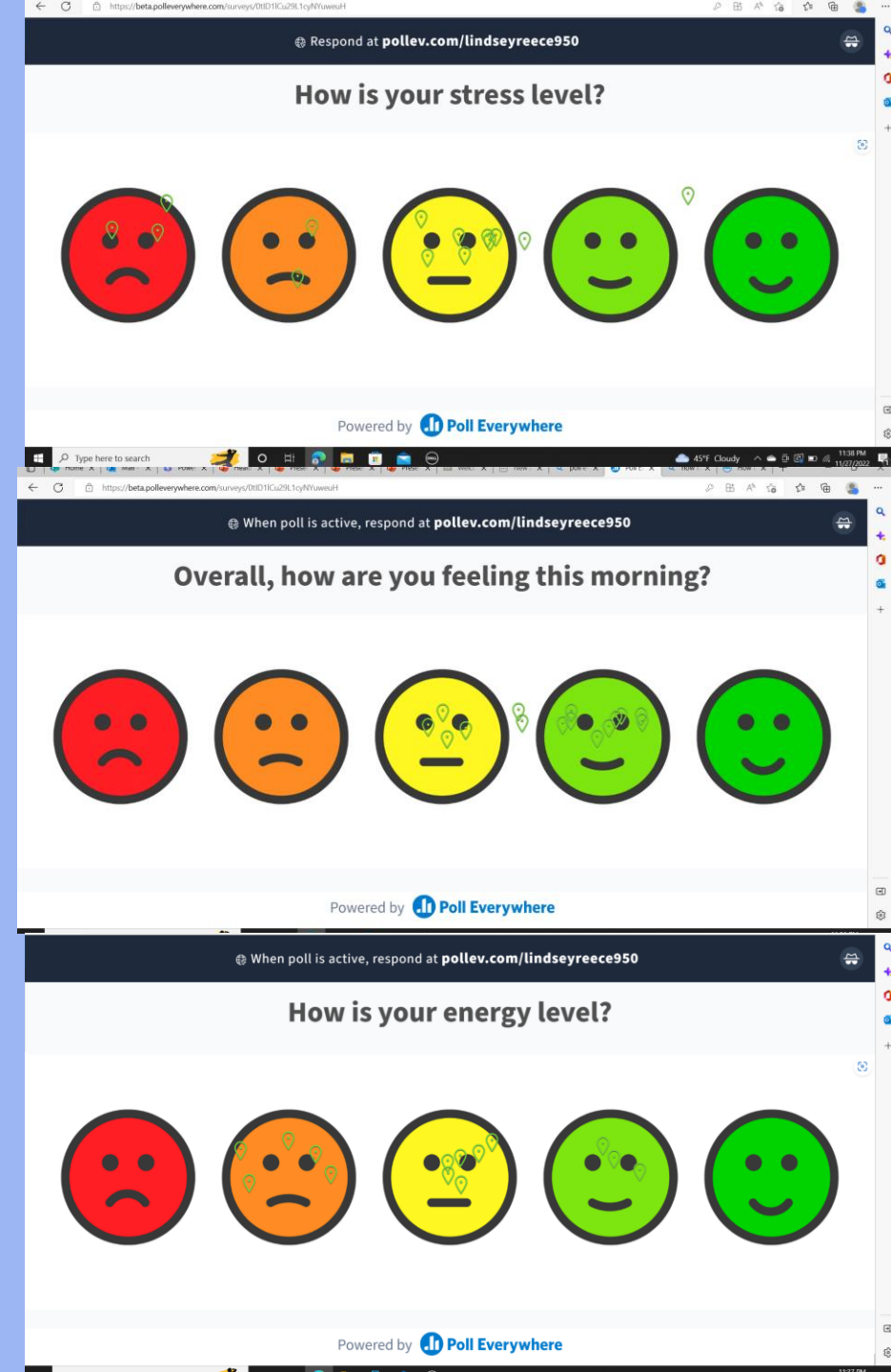
Why I Chose This Lesson

- I chose this topic because it is a common misperception that college students are overall a healthy demographic. When in reality, the traditional college age range (18-24) has proven to be a critical period of development where individuals have a worse health profile than other age groups (Lederer). Navigating the new context of college during an impressionable time in their lives can cause first year students to partake in unhealthy behaviors that can have long lasting health impacts (Agans). It can also be very easy to overlook your health when coming to college. When adjusting to all the changes that happen when you go to college for the first time, developing healthy habits is not often at the top of many first-year student's list of priorities. However, I hoped to express to my students just how important it is to remember take care of themselves. I wanted each of them to be aware of the potential negative side effects of overlooking any area of health. Your physical, mental/emotional, and social health are all inter-connected and all play a crucial role in being successful in college. Neglecting any of these areas will cause students to not live up to their full potential. I wanted to share on campus resources as well as tips to help first year students maintain their health/wellness and thrive during their time here at SUNY Cortland.



Class Activities/ Methods

- I started off the class with a short, three question anonymous survey about how they were feeling overall. They were able to see how everyone in the class was feeling. This opened a great discussion between the students.


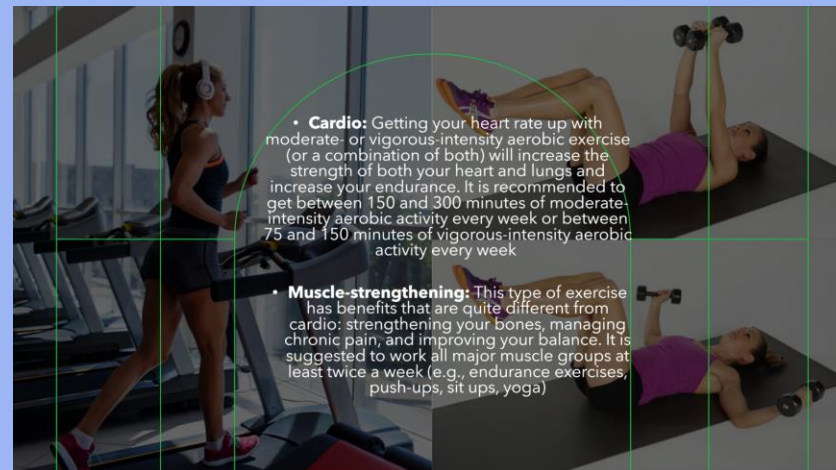


Class Activities/Methods Cont.

I created a power-point that covered what physical, mental/emotional, and social is, why it is important, tips to maintain your health in each area, as well as on campus resources. My power-point was my main method of sharing information.

Stress Management Tips


- Create a schedule and stick to it
- Do your work/studying ahead of time and avoid procrastinating
- Avoid pulling "all nighters" and "cramming"
- Use a planner
- Make to-do lists
- Write reminders
- Journaling
- Coloring
- Read
- Exercise
- Deep Breathing
- Keep things in perspective
- Focus on what you can control and let go of what you cannot

- **Cardio:** Getting your heart rate up with moderate- or vigorous-intensity aerobic exercise (or a combination of both) will increase the strength of both your heart and lungs and increase your endurance. It is recommended to get between 150 and 300 minutes of moderate-intensity aerobic activity every week or between 75 and 150 minutes of vigorous-intensity aerobic activity every week
- **Muscle-strengthening:** This type of exercise has benefits that are quite different from cardio: strengthening your bones, managing chronic pain, and improving your balance. It is suggested to work all major muscle groups at least twice a week (e.g., endurance exercises, push-ups, sit ups, yoga)

Benefits of Exercise

- Controls weight
- Combats health conditions and diseases
- Improves Mood
- Boosts energy
- Improve memory and brain function
- Improve joint pain and stiffness
- Maintain muscle strength and balance
- Lower blood pressure and improved heart health
- Reduce feelings of anxiety and depression
- Increase lifespan



<https://www2.cortland.edu/offices/recreational-sports/fitness-programs/group-exercise/>

<https://www2.cortland.edu/offices/recreational-sports/sport-clubs/sport-club-information>

SUNY Cortland Nutrition Counselling

Andrea Hart:(607) 753-5773 or andrea.hart@cortland.edu

There is a registered dietician/nutritionist on campus who can help answer questions about any of the following:

- Healthful eating
- Sports nutrition
- Weight loss or gain
- Vegetarian, Vegan, and Gluten-Friendly options
- Disordered eating
- Food allergies and intolerances
- Other nutrition topics



<https://www.cortlandaux.com/dining-services/nutrition-services-1/nutrition-counseling>

Resources:

Student Health Services: (607)- 753-4811

Guthrie Cortland Medical Center: (607)- 756-3500

Counselling Center: (607)- 753-4728

Title IX Coordinator: (607)-753-4550

University Police Department: (607)- 753-2111

Cortland Cupboard

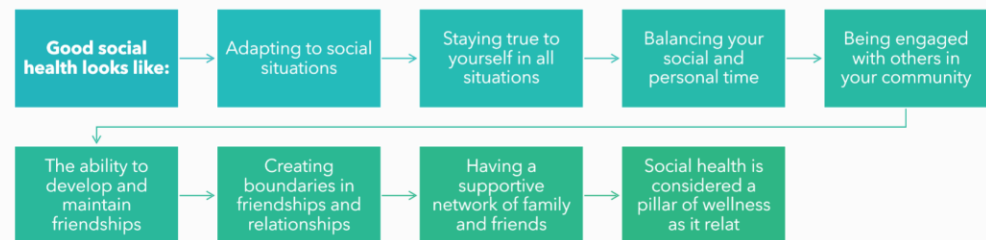
- The SUNY Cortland Cupboard (campus food pantry) is open for students in need of non-perishable foods and personal hygiene items at no cost. There is no application required to access the Cupboard. Each student needs their SUNY Cortland ID card to swipe in.
- Location: Basement of Interfaith Center (7 Calvert Street)
- Hours: *Monday through Friday*
10 a.m. to 4 p.m.



<https://www2.cortland.edu/cupboard>

Social Health

Social health is the ability of individuals to form healthy and rewarding interpersonal relationships with others



Methods Cont.

In my presentation I included an interesting video that discusses what happens to your body when you deprive it of sleep.

Video:

<https://youtu.be/Y-8b99rGpkM>

Consequences of Sleep Deprivation

Short term effects:

- Slowed thinking
- Reduced attention span
- Worsened memory
- Poor or risky decision-making
- Lack of energy
- Mood changes including feelings of stress, anxiety, or irritability



Chronic sleep deprivation can lead to:

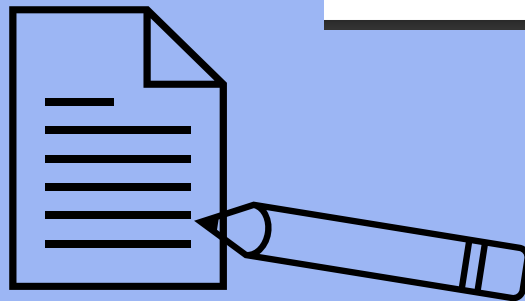
- Cardiovascular disease:
- Diabetes:
- Obesity:
- Immunodeficiency:
- Hormonal abnormalities
- Mental health disorders: Sleep and mental health are closely intertwined such as depression, anxiety, and bipolar disorder

The screenshot shows a YouTube video player with the following details:

- Video Title:** WHAT HAPPENS TO YOUR BODY AND BRAIN IF YOU DON'T GET SLEEP
- Channel:** Tech Insider (3,93M subscribers)
- Engagement:** 109K likes, Share, Save buttons
- Video Content:** A man in a bed looking unwell, with a large text overlay: "WHAT HAPPENS TO YOUR BODY AND BRAIN IF YOU DON'T GET SLEEP".
- Right-Side Recommendations:**
 - What would happen if you didn't sleep? - Claudia Aguirre (12M views)
 - 5 Tips For Falling Asleep Quicker, According To A Sleep... (2M views)
 - How To Trick Your Brain Into Falling Asleep | Jim Donovan |... (6.5M views)
 - How To Fall Asleep In 2 Minutes (28M views)
 - How lack of sleep affects health and tips for a good night's rest (144K views)
 - How Long Could You Actually Survive With No Sleep? (360K views)
 - How Your Memory Works (1.7M views)

Class Activities Cont.

- I ended class by giving them a personal wellness quiz to help them reflect on their overall health and wellness. The survey was for their eyes only and covered all different areas of health, including areas not discussed in my presentation. It was my hope that they could take what they learned from my lesson and apply it to help improve their scores.



Personal Wellness Quiz

Wellness can be defined as an active process through which people become aware of and make choices for a lifestyle designed to realize one's highest potential for wholeness and well-being. Wellness begins with an awareness of the existence of your individual abilities, accomplishments, limitations, and goals. Wellness helps provide for conscious growth in various areas of your life. Wellness can become a state of mind, or, as in the definition above, **a more successful lifestyle.**

Please circle the number that best represents your response to each Wellness Inventory item.

Scale: 5= almost always 4= sometimes 3= undecided 2= seldom 1= almost never

Emotional					
I am able to deal with the day-to-day pressures.	1	2	3	4	5
I can resolve issues with family members.	1	2	3	4	5
I can establish friendships easily.	1	2	3	4	5
I am comfortable expressing my feelings with others.	1	2	3	4	5
I am considerate of other people's feelings.	1	2	3	4	5
I take responsibility for my own behaviors.	1	2	3	4	5
I am happy with myself.	1	2	3	4	5
Intellectual					
I believe my study habits are adequate.	1	2	3	4	5
I am able to handle my personal finances satisfactorily.	1	2	3	4	5
I am able to effectively schedule my time.	1	2	3	4	5
I feel capable of making important decisions.	1	2	3	4	5
I know how to set and reach goals and objectives.	1	2	3	4	5
I understand the value of computer knowledge.	1	2	3	4	5
I have read a non-fiction book (not for class) in the past six months.	1	2	3	4	5
Social					
I am able to successfully confront others.	1	2	3	4	5
I like some private time on occasion.	1	2	3	4	5
I feel skillful in human relations.	1	2	3	4	5
I feel secure going places where I may not know anyone.	1	2	3	4	5
I am able to assert myself when necessary.	1	2	3	4	5
I am able to communicate with others effectively.	1	2	3	4	5
Physical					
I am within 5-10 pounds of my ideal body weight.	1	2	3	4	5
I understand the seriousness of eating disorders.	1	2	3	4	5
I exercise regularly (20-30 minutes 3 times per week).	1	2	3	4	5
Physical continued...					

know and use ways to handle stress.	1	2	3	4	5
am knowledgeable about birth control.	1	2	3	4	5
do not smoke.	1	2	3	4	5
sleep at least six hours per night on most nights.	1	2	3	4	5
do not abuse alcohol or binge drink.	1	2	3	4	5
Spiritual					
am comfortable with others who have a different sexual orientation than mine.	1	2	3	4	5
take time for spiritual growth and development.	1	2	3	4	5
have been challenged in my beliefs before.	1	2	3	4	5
make attempts to expand my awareness of different ethnic, racial, and religious groups.	1	2	3	4	5
am tolerant of other's views about life issues.	1	2	3	4	5
am able to set personal limits in an intimate relationship.	1	2	3	4	5
Occupational					
have decided on my academic areas of study.	1	2	3	4	5
have identified career interests, skills, abilities.	1	2	3	4	5
understand job search skills (resume writing, interviewing, etc.).	1	2	3	4	5
know about available campus resources in my area of study.	1	2	3	4	5
have a good idea about how marriage, family, and career fit together.	1	2	3	4	5
Environmental					
am aware of the limits of the earth's natural resources.	1	2	3	4	5
conserve energy.	1	2	3	4	5
I recycle trash as much as possible (paper, cans, bottles, etc.).	1	2	3	4	5
I enjoy, appreciate, and spend time outside in natural settings.	1	2	3	4	5
I understand the concept of ecological balance.	1	2	3	4	5
I do not pollute the air, water, or earth if I can avoid doing so.	1	2	3	4	5

Add each column (i.e., five ones = 5, six twos = 12, etc)

Now add the columns together. This will be your total score on the Wellness Quiz.

Scoring

- Between 176-225:** You are a very healthy person in all the dimensions and have a well lifestyle.
- Between 125-175:** You are well in some areas but could use improvement in some of the other areas. You could make some changes to take better care of yourself.
- Under 125:** You tend to have unhealthy habits and an unhealthy lifestyle. Learn some options to make some lifestyle changes.

Wellness Quiz, Plymouth State University

Reflection



While preparing the lesson there were two main things that I did not want to happen. I did not want to get through everything I had planned with a lot of extra time left; and I did not want the students to be bored and disengaged. I tried to incorporate many different methods into my lesson to keep them engaged. I planned to give my lesson in a way that did not come across as a lecture. I wanted to make it a point that I understand how following these health tips can be difficult in college. I planned on telling them that I am also guilty of not always following my own tips.

Reflection Cont.



Overall, I felt very good about how the lesson went. Starting off class with the survey sparked a lot of discussion between the students. Many of them talked to myself and each other about classes they were struggling with, if they were getting enough sleep and other things that were upsetting/stressing them. Our class discussion was the perfect way for me to segue into the lesson. During the lesson, the students seemed engaged the whole time; they were all watching me not looking at phones/computers. Throughout my presentation, I often asked questions that sparked more discussion in the classroom. I felt that I presented my lesson in a way that was relatable to them and engaging.

Reflection Cont.

I did not struggle taking up the whole class time like I had worried about. I had one more activity that I had planned to do with the students that I did not have enough time for. I had prepared a 20 question Kahoot! based on the material covered in my presentation and brought prizes for the winner. I had told them about it at the beginning of the class and they were excited, but unfortunately, I underestimated how long it would take to get through everything and did not get the Kahoot!.

A screenshot of the Kahoot! quiz interface. The top navigation bar includes 'Library', 'Reports', 'Groups', and 'Marketplace', along with an 'Upgrade' button and a 'Create' button. The main content area displays a list of 12 quiz questions, each with a 30-second timer. The questions are:

- How much sleep should a college student get each night?
- 7 - Quiz: Which of the following is NOT a side effect of not getting enough sleep?
- 8 - Quiz: A pattern of drinking alcohol that brings blood alcohol concentration (BAC) to 0.08 percent
- 9 - Quiz: What percent of college students meet the criteria for Alcohol Use Disorder?
- 10 - Quiz: Suicide is the number ____ leading cause of death among college students.
- 11 - Quiz: The ability of individuals to form healthy and rewarding interpersonal relationships with others is
- 12 - Quiz: It is important to limit foods that are high in

The bottom of the screen shows a Windows taskbar with the time 1:33 AM and date 11/28/2022.

Citations

- Agans, Jennifer P., et al. “College Students’ Perceptions of Healthy and Unhealthy Leisure: Associations with Leisure Behaviour.” *Leisure Studies*, vol. 41, no. 6, 2022, pp. 787–801., <https://doi.org/10.1080/02614367.2022.2055773>.
- Lederer, Alyssa, and Mary Hoban. “The Development of the American College Health Association–National College Health Assessment III: An Improved Tool to Assess and Enhance the Health and Well-Being of College Students.” *Journal of American College Health*, vol. 70, no. 6, 2021, pp. 1606–1610., <https://doi.org/10.1080/07448481.2020.1834401>.