

DOCUMENT RESUME

ED 317 530

SP 032 160

AUTHOR Cardinal, Bradley J.
 TITLE Justifying and Developing a Comprehensive Wellness-Fitness Institute on a University Campus.
 INSTITUTION Eastern Washington Univ., Cheney. The Body Shop Wellness - Fitness Center.
 PUB DATE 7 Feb 90
 NOTE 51p.
 PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.
 DESCRIPTORS Accident Prevention; *Diseases; Drug Abuse; Family Planning; *Health Promotion; Higher Education; *Mental Health; *Physical Fitness; Program Proposals; *Prosocial Behavior; Sex Education; Stress Management

ABSTRACT

An overview of The Body Shop wellness program at Eastern Washington University provides information on enrollment figures, demographic data, physiological improvements, and the results of a survey of participants' attitudes toward and perceptions of the program. The Body Shop serves the university as a fitness center and also as a wellness resource center and community outreach program. Following the overview is a proposal to the administration of the University for the establishment of the Northwest Wellness Institute. The administrative model is outlined and a mission statement describes the six dimensions of wellness upon which the program is based: (1) intellectual; (2) physical; (3) emotional; (4) social; (5) occupational; and (6) spiritual. Appendices provide further information on selected features and benefits of the program. A bibliography is included. (JD)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED317530

EASTERN

EASTERN WASHINGTON UNIVERSITY

JUSTIFYING AND DEVELOPING A COMPREHENSIVE WELLNESS - FITNESS INSTITUTE ON A UNIVERSITY CAMPUS

The proposal made to a Northwestern
regional university

A Monograph by

Bradley J. Cardinal, M.S., C.S.C.S.
Assistant Professor and Director
Physical Education, Health and Recreation Dept.
The Body Shop Wellness - Fitness Center
Eastern Washington University
Cheney, Washington 99004

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it.

Minor changes have been made to improve
reproduction quality.

Parts of views or opinions stated in this docu-
ment do not necessarily represent official
OEI position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Bradley J. Cardinal

February 7, 1990

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."



THE BODY SHOP WELLNESS-FITNESS CENTER

Activities Complex—Phase II, MS-66, Room 270
Cheney, Washington 99004
(509) 359-BODY

0917530 03



Copyright (C) 1990 by Bradley J. Cardinal

Printed in the United States of America

The Body Shop Wellness - Fitness Center
C/O Bradley J. Cardinal
Department of Physical Education, Health and Recreation
Eastern Washington University
Cheney, Washington 99004

All materials reserved. The publisher asks that no part of this publication be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of Bradley J. Cardinal.

Hello and welcome to the first monograph published by The Body Shop Wellness - Fitness Center at Eastern Washington University. This monograph gives you a brief history as to how our program has progressed since its inception in the Fall of 1987; however, the primary objective of "Justifying and developing a comprehensive wellness - fitness institute on a university campus" is to share with other professionals some thoughts on not just what has been accomplished, but what still needs to be done to develop a "wellness environment" at Eastern Washington University. At the present time, our program is viewed by many as a "model program in the Pacific Northwest" and has been featured on 10 television programs, numerous journal articles, one book and been presented to various groups, including delegations from China, Japan, Russia, Costa Rica, colleges, universities, public schools, non-profit groups, military installations and businesses throughout the Northwest and Nation; yet much still needs to be accomplished, as you will soon see.

The following pages overview The Body Shop program and provide the enrollment figures, demographic data, physiological improvements and the results of a survey of participant's attitudes and perceptions of the program. Following those pages is our actual proposal to the administration of Eastern Washington University - including the proposed administrative model; program mission, goals and objectives; and much more for the establishment of the Northwest Wellness Institute. It should prove to be a useful resource for other health, fitness and wellness professionals in developing their own proposals.

It is my hope that this monograph gives others a plan from which to work from as they initiate their own wellness - fitness programs, be they in education, other service professions or businesses interested in providing wellness opportunities for their employees.

Best wishes and be well,



Bradley J. Cardinal
Cheney, Washington

CONTENTS

PREFACE	
THE BODY SHOP	
BODY SHOP FACT SHEET	
PARTICIPANT'S ATTITUDES AND PERCEPTIONS SURVEY RESULTS	
ACKNOWLEDGMENTS	
Introduction.....	1
Rationale for Continued Health and Wellness	
Program Expansion.....	2
Table 1.1: The 1990 National Health Objectives	
Fifteen Priority Areas.....	5
Table 1.2: A Lack of Wellness Equals an Increased	
Loss of Time and Money for Businesses.....	6
Table 1.3: Applying National Statistics to a	
Company which Employees 1,000 people.....	7
The EWU Wellness - Fitness Program (Phase II).....	8
Mission Statement.....	8
The Six Dimensions of Wellness.....	10
Intellectual Wellness.....	10
Physical Wellness.....	10
Emotional Wellness.....	11
Social Wellness.....	11
Occupational Wellness.....	12
Spiritual Wellness.....	12
Goals and Objectives of the Northwest	
Wellness Institute.....	13
Appendix A: Administrative Model.....	22
Appendix B: Copy of the "Executive Summary" Sent	
Out With Wellness Proposal to Key University	
Administrators and Student Group Leaders.....	23
Appendix C: Highlighted Features and Benefits	
of a Wellness - Fitness Program.....	25
Appendix D: Various Levels for Implementing	
Wellness Programs/Activities.....	27
Appendix E: Lifestyle Change Processes.....	28
BIBLIOGRAPHY.....	29

THE BODY SHOP

Societal changes in the 70's and 80's began to focus on preventive rather than treatment-oriented health care (wellness care). In response to this, the School of Human Learning and Development through the (then) Department of Health, Physical Education and Athletics at Eastern Washington University developed a model wellness-fitness program in The Body Shop. The key figures in establishing this program were:

- Dr. Jerry Krause, former Department Chair who initiated the wellness movement at EWU
- Dr. William Katz, Dean of the School of Human Learning and Development
- Dr. Phillip Beukema, former Acting Vice Provost for Academic Affairs
- Dr. Alexander F. Shilt, former President
- Brad Cardinal, Director of The Body Shop since its inception

The Body Shop serves the University as not only a fitness center, but also as a wellness resource center and community outreach program.

The Body Shop's primary mission is to enhance the health, physical fitness, and well-being of all Eastern Washington University constituents (students, faculty, staff, and community members) regardless of size, shape, or skill level. The guidelines, basic principles, and structure are adaptable to other programs and may be used to evaluate other fitness centers, health clubs, or in the development of a personal workout program.

The Body Shop provides a variety of fitness and health-related services, in conjunction with the Human Movement Lab and the Department of Physical Education, Health and Recreation. These services include:

1. a fitness center which features modern conditioning equipment adaptable to everyone
2. fitness assessments (pre and post) which include assessment of aerobic capacity, body fat percent estimation, assessment of flexibility, muscular endurance, blood pressure, height, weight, and 12 different

assessments of strength

3. computerized analysis of fitness assessment results. These results establish an exercise prescription and provide status and progress reports, when the assessment is later repeated.
4. instruction and supervision by trained and qualified Fitness Instructors
5. health-related services such as informational seminars and consultation, brochures and pamphlets, a newsletter, and other wellness information materials
6. a referral system for the Human Movement Lab which focuses on more in-depth physiological assessment, health screenings, and individual exercise prescriptions
7. a wellness lounge area where people are invited to socialize and meet other health-seeking people
8. the development of grants and other health, fitness and wellness programs (in areas such as aquatics, outdoor fitness trails and instructional videotapes)

Winter '90/B. Cardinal

BODY SHOP FACT SHEET

ENROLLMENT FIGURES

Fall '87	=	457
Wint. '88	=	1,385
Spr. '88	=	1,315
Summ. '88	=	340
Fall '88	=	1,247
Wint. '89	=	1,278
Spr. '89	=	1,219
Summ. '89	=	357
Fall '89	=	808 ¹
Wint '90	=	1,089 ¹

Total '87 - '90 = 9,485

Collectively, between Fall 1987 and Winter 1990, over 272,052 individual workouts occurred in The Body Shop. In addition, 54 wellness seminars occurred with attendance ranging from 4 to over 250 people.

1 DEMOGRAPHIC DATA

Age	<20	20-29	30-39	40-49	50-59	60-69	70>	Total
Males	63	150	34	30	19	7	1	312
Females	154	224	65	38	13	2	0	496
Total	217	382	99	68	32	9	1	808

FITNESS FACTS

The following figures are based on data accumulated quarterly from each individual's pre and post fitness assessments. These figures take into account all participants and their various individual factors (i.e. number of visits made, age, handicap, and gender)².

Variable

Quarter

	F87	W88	S88	Su88	F88	W89	S89	Su89	F89
Str.	+16%	+10%	+7%	+ 8%	+18%	+ 7%	+ 5%	+10%	+ 5%
Wt.	0	-.5%	0	-.5%	0	0	-.5%	+ 1%	+ 3%
Fat%	- 7%	- 2%	-7%	- 1%	+ 1%	- 8%	- 5%	- 4%	- 6%
Gir.	- 1%	- 2%	-1%	-.5%	+ 2%	-.6%	+ 1%	+ 8%	-.5%
Rs.Pu.	- 4%	- 4%	-3%	- 9%	- 1%	- 5%	+ 1%	- 1%	- 3%
S.B.P.	+ 2%	- 1%	-3%	+ 2%	+ 7%	- 4%	- 4%	- 6%	- 1%
D.B.P.	-14%	- 1%	-2%	-14%	- 1%	- 1%	+ 6%	- 5%	- 6%
Rc.Pu.	- 8%	- 5%	-4%	- 4%	- 3%	- 5%	- 3%	- 3%	-.5%
Flex.	0	+10%	+5%	+ 8%	+ 8%	+ 5%	+ 5%	+18%	+15%
Ms.En.	+25%	+14%	+8%	+13%	+ 8%	+ 9%	+ 5%	+12%	+ 3%

² Figures have been rounded.

**PARTICIPANTS' ATTITUDES AND PERCEPTIONS SURVEY RESULTS
FALL QUARTER 1989**

<u>Question</u>	<u>Response</u>	<u>N</u>
1. How often do you use The Body Shop? (ave. per week)		503
A. 1 to 2 times	12.7%	64
B. 3 to 4 times	67.6%	340
C. 5 to 7 times	19.6%	99
2. What time do you usually workout?		398
A. 6:30 AM to 8:00 AM	9.0%	36
B. 8:00 AM to 10:00 AM	7.2%	29
C. 10:00 AM to 12:00 PM	13.0%	52
D. 12:00 PM to 2:00 PM	10.3%	41
2:00 PM to 3:00 PM	CLOSED FOR CLEANING	
E. 3:00 PM to 5:00 PM	27.6%	110
F. 5:00 PM to 7:00 PM	29.1%	116
G. 7:00 PM to 8:30 PM	3.5%	14
3. When working out would you prefer "aerobic music tapes" (various) or the radio (various stations)?		357
A. Tapes	51.8%	185
B. Radio	48.1%	172
4. What is your preferred radio station?		357
A. 91.1	0.5%	2
B. 92.9	48.1%	172
C. 93.7	8.6%	31
D. 95	.2%	1
E. 96.1	6.1%	22
F. 98.1	15.4%	55
G. 98.9	2.8%	10
H. 99.9	8.4%	30
I. 101.1	1.1%	4
J. 104	1.4%	5
K. 105.7 (106)	7.0%	25
5. My overall attitudes, perceptions and feelings about The Body Shop are?		476
A. Excellent	55.5%	264
B. Above Average	37.6%	179
C. Average	5.8%	28
D. Below Average	.8%	4
E. "unacceptable"	.1%	1
6. I plan on joining The Body Shop again?		485
A. Yes	74.8%	363
B. Undecided	21.0%	102
C. No	4.1%	20

ACKNOWLEDGMENTS

The following individuals are recognized for their contributions and reviews of this monograph, as well as their efforts towards bringing wellness to Eastern Washington University:

Robert D. Barr, Ed.D., M.P.H.
Professor and Director of Health Education,
Physical Education, Health and Recreation
Department
Eastern Washington University

Sherri Bovee, M.S.
Exercise Physiologist
Arizona Heart Institute

Larry Bruya, Ph.D.,
Chair and Professor, Physical Education, Sport and
Leisure Studies Department
Washington State University

Marita K. Cardinal, M.A.
Instructor of Dance, Physical Education, Health
and Recreation Department
Eastern Washington University

Cindy Christie, M.S.
Assistant Professor, Physical Education, Sport and
Leisure Studies Department
Washington State University

Maxine Davis, M.A.
Professor, Physical Education, Health and
Recreation Department
Eastern Washington University

J.V. "Jerry" Krause, Ed.D.
Professor and Graduate Program Director, Physical
Education, Health and Recreation Department
Eastern Washington University

William Katz, Ed.D.
Dean, School of Human Learning and Development
Eastern Washington University

Peter J. Maud, Ph.D.
Associate Professor and Director of the Human
Movement Lab, Physical Education, Health and
Recreation Department
Eastern Washington University

Marilyn Mowatt, Ph.D.
Professor, Physical Education, Sport and Leisure
Studies Department
Washington State University

Eileen O'Donnell, B.S.
Instructor of Aquatics, Physical Education, Health
and Recreation Department
Eastern Washington University

Alexander F. Schilt, Ed.D.
Chancellor, University of Houston System
(Former President, Eastern Washington University)

Introduction

A wellness approach towards living can provide accessible avenues for individuals at Eastern Washington University (EWU) to explore preventative measures which will improve their health, fitness and overall well-being. Wellness focuses on all aspects of human development and self-responsibility for decisions that will improve the quality of one's life.

Phase I of the EWU Wellness - Fitness Program was accomplished in 1987 - 1988 when the then Health, Physical Education, and Athletic (HPEA) Department developed an education and evaluation based "high tech" physical fitness center (The Body Shop), weekly wellness seminars, and a wellness resource/information center. The acceptance of this concept and program was demonstrated by the overwhelming participation of over 9,000 persons (students, faculty, staff, and community members) in this embryo program during the first ten quarters of operation (Fall 1987 to Winter 1990). The program was developed with a

self-supporting financial structure and minimal financial support from the basic EWU budget.

Rationale for Continued Health and
Wellness Program Expansion

The Physical Education, Health and Recreation (PEHR; formerly HPEA) Department continues to develop and draft plans for an expanded EWU Wellness - Fitness Program designed to benefit the whole person (intellectually, physically, emotionally, socially, occupationally, and spiritually). With Phase I completed and a base of support developed, the need to continue the momentum and advance into the second phase of the program is ripe.

During Phase I, it was determined that the college setting is one in which professional resources and excellent facilities should be able to target a receptive and participating population. The primary groups that make up this population (students, faculty, staff, and administrators) are often susceptible to poor health habits such as low fitness levels, substance abuse, lack of sleep, unsound nutrition,

and high stress levels, which is compounded by misinformation about health and fitness.

The focus of the EWU Wellness - Fitness Program would be directed toward the development of wellness knowledge, attitudes, and practices, as well as improvement of the overall university environment.

There are valid reasons for continued expansion of a wellness - fitness program (see also Table 1.1, Table 1.2 and Table 1.3). The most important reason is to develop, implement, and coordinate a comprehensive human developmental model which will enhance the quality of life at Eastern Washington University through various wellness activities selected by the participants. This program will directly address one of EWU's critical success factors related to student development which is, "Educational and preventative health services will be coordinated to promote student's physical and mental wellness." EWU has gone without such services for too long, according to a report by the Northwest Association of Schools and Colleges (NWASC). The

review panel from the NWASC reported that there was little to no campus health education taking place at FWU. The Surgeon General's report on Health Promotion and Disease Control (DHEW, 1979) lists a number of other reasons for wellness - fitness programs:

1. improved work performance and productivity
2. reduced absenteeism
3. increased longevity
4. improvements in the quality of life
5. a cost-effective approach to developing health promoting behaviors

Table 1.1: The 1990 National Health Objectives
Fifteen Priority Areas

1. High blood pressure control
2. Family planning
3. Pregnancy and infant health
4. Immunization
5. Sexually transmitted diseases
6. Toxic agent control
7. Occupational safety and health
8. Accident prevention and injury control
9. Fluoridation and dental health
10. Surveillance and control of infectious diseases
11. Smoking and health
12. Misuse of alcohol and drugs
13. Nutrition
14. Physical fitness and exercise
15. Control of stress and violent behavior

Source note: Surgeon General of the United States, Healthy People (Washington, D.C.: U.S. Department of Health, Education and Welfare, 1979).

Table 1.2: A Lack of Wellness Equals an Increased Loss of Time and Money for Businesses.

1. 500 million work days are lost per year to illness/disability.
2. Back problems account for 27% of all Workmen's Compensation claims.
3. Cardiovascular disease costs business 30 - 50 billion dollars per year.
4. Persons who abuse substances utilize two times as many sick days as those who do not.
5. Drug abuse is a 26 -30 billion dollar per year problem. In addition, people who abuse drugs file five times more Workmen's Compensation claims, use three times more medical benefits, and have three and one-half times more on-the-job accidents as those who do not.
6. Pain, associated with various causes including: headache, backache, muscle, joint, stomach, premenstrual, menstrual, and dental, results in 550 million lost work days per year (pain and stress go hand in hand). In addition, and rather ironic, is the fact that all kinds of pain, except joint pain, is experienced by those aged 18 - 24 years (joint pain is experienced most often by those aged 65 and older).

Source note: Bristol-Myers Company (1987). Guide to Consumer Product Information 10th Anniversary Issue. Bristol-Myers Company, New York and Mark Tager, M.D. Working Well (videotape). Great Performances, Inc., Chicago.

Table 1.3: Applying National Statistics to a Company which Employs 1,000 people.

<u>Problem</u>	<u># of Persons Involved</u>
1. Substance abuse	100 - 150
2. Women at high risk for breast cancer	1 in 12
3. Underexercised	500
4. Overfat	200 - 250
5. High blood pressure	160 - 250
6. Don't wear seat belts	860
7. Smoke cigarettes	290
8. Have low back problems	300

Source note: Mark Tager, M.D. Working Well (videotape), Great Performances, Inc., Chicago.

The EWU Wellness - Fitness Program (Phase II)

Phase II of the EWU wellness - fitness program will focus on the development of a mission statement, specific program goals and objectives, identification of existing programs and resources on and off campus, and the development of a Northwest Wellness Institute (NWI). An administrative model will be proposed for adoption which will allow the program to continue as a permanent part of Eastern Washington University's programs and services.

MISSION STATEMENT

The mission of the Eastern Washington University Wellness - Fitness Program is to provide a wellness environment that optimizes all aspects of human development and self-responsibility for all constituents of the university community. Wellness is a personal choice which focuses on individuals striving for an improved quality of life through optimal functioning and creative adapting in all aspects of their life including cognitive,

psychomotor/physical, and affective domains. This total approach encourages a healthy lifestyle and enhances each individual's ability to approach Juvenal's ideal of *mens sana in corpore sano* - a sound mind in a sound body. The six dimensions of wellness have been identified as:

intellectual, physical, emotional, social, occupational, spiritual. The EWU Wellness - Fitness Program is operated through the Department of Physical Education, Health and Recreation's Northwest Wellness Institute (NWI).

The purpose of the NWI is to provide a comprehensive, coordinated, all encompassing center for the university through which each of the six dimensions of wellness are enhanced. In addition, the NWI provides services throughout different levels of implementation in which the six dimensions of wellness are promoted, conducted, and performed. The NWI coordinates and enhances already existing campus programs which focus on excellence through teaching, research, and service.

The Six Dimensions of Wellness

Intellectual Wellness focuses on creative and stimulating mental activities. Inherent in this dimension is the development of comprehensive communication skills and the acquisition of a self-directed learning habit. This dimension promotes professional competence, as well as an appreciation for the complexities of the universe.

Physical Wellness involves the mind body link and includes recognition of the benefits of regular exercise, proper nutrition, balanced-moderate living habits, as well as the potential dangers of substance abuse and other negative living habits. A basic premise of this dimension is that improvements in one's physical state of being, such as enhanced cardiorespiratory capacity, muscular strength, muscular endurance, flexibility and reduced body fat composition, tends to serve as a catalyst for other lifestyle improvements such as improved nutrition and smoking cessation. This dimension also encourages one to develop self-care priorities and to

regularly monitor the health-related components of physical fitness and wellness.

Emotional Wellness involves an awareness and acceptance of personal feelings while being responsive to the emotional states of others. Basic to this approach is the ability to learn from the past, live in the present, and plan for the future. This includes an emphasis upon personal limitations, self-acceptance, stress management skills, satisfying personal relationships, and factors which are controllable.

Social Wellness involves contributing to the common welfare of one's community. Development in this dimension balances personal needs with the needs of others. Socially healthy people strive for harmony and stimulation in their relationships. Emphasis is placed on interdependence with others and with nature. Included in this dimension are family, community relationships, and environmental sensitivity.

Occupational Wellness is the satisfaction and enrichment one obtains from work, vocation or profession. Development in this area is directed toward discovering and maintaining a balance between personal, social, and professional aspects of being. The ability to assess personal strengths and skills is the basis for intelligent occupational choices. Occupational wellness focuses upon expression of personal values through work and other activities which are rewarding to the individual and valuable to the community.

Spiritual Wellness is seeking meaning and purpose for life through which a system of internalized values, beliefs, and attitudes are formed.

Goals and Objectives of the Northwest

Wellness Institute

The Department of Physical Education, Health and Recreation's Northwest Wellness Institute is the operating base for Eastern Washington University's wellness - fitness programs. The program goals and objectives are as follows:

1. Create an awareness of the six dimensions of wellness. This will be accomplished through:
 - A. Wellness Proposal
 1. acceptance of the wellness proposal and its various components (mission statement, goals, objectives, administrative model) by the Board of Trustees of Eastern Washington University.
 - B. Northwest Wellness Institute (NWI)
 1. coordinate wellness activities through the Northwest Wellness Institute.
 2. establish a Presidential level Wellness Advisory Committee (WAC).

3. establish a Wellness Working Committee (WWC) through the Department of Physical Education, Health and Recreation.
4. Serve as a referral center for other university and community wellness resources.

C. Wellness Seminars

1. expanding the currently offered wellness seminars to include more diverse times and locations.
2. incorporating one wellness presentation of national scope per quarter through the cultural events committee.
3. evaluating and summarizing attendance records and seminar feedback.
4. provide outreach seminars to special interest groups including faculty, staff, and interested others as demand and/or need arise and resources allow.

5. establish a consortial relationship with wellness agencies throughout the community, school systems, and medical professions.

D. Lifestyle Assessment Questionnaire (LAQ)

1. as part of the initial advising process, students would be required to complete a lifestyle assessment questionnaire which evaluates behaviors and suggests alternative lifestyle choices for identified problem areas.
2. during on campus visits, such as freshman advising (summer quarter), the first weekend of school, and parents weekend, the lifestyle assessment questionnaire could be administered to the students' family.
3. utilized by others as the need, demand, and resources allow.

E. Wellness News

1. expand the currently offered Wellness Newsletter and make it available to students, faculty, staff, and interested others through
 - a. intercampus mail
 - b. establishment of Wellness Information distribution sites located in each building on the EWU campus (Cheney and Spokane).
2. establish a regular wellness column in the
 - a. Eastern Weekly (faculty and staff newsletter)
 - b. Easterner (student newspaper)
 - c. Cheney Free Press (Community Newspaper)
 - d. EWU Wellness Newsletter monthly cover page
3. Other visual media

F. Wellness Packets

1. create a series of wellness packets which contain specific brochures, articles, and information from various organizations and individuals. These packets will address specific topics such as: smoking cessation, stress management, blood pressure, cholesterol, lifestyle, heart health, second-hand smoke, fitness and exercise, nutrition, healthy eating (recipes), back care, local exercise trails and opportunities, and safety.

G. Wellness Tips

2. Foster an environment which stimulates and supports healthy lifestyle choices. This will be accomplished through:
 - A. Campus Evaluation
 1. identify areas of campus which are negative influences on a wellness environment.

B. Fostering a Wellness Environment

1. either improve or create a wellness atmosphere across campus by offering healthy lifestyle alternatives where un-healthy lifestyle alternatives presently exist.

C. Wellness Incentive Plan

1. develop a wellness incentive plan for faculty and staff as part of the employee benefits plan.
 2. develop a wellness incentive plan for students and their spouses through student services and student life.
3. Identify and coordinate university resources that relate to wellness. This will be accomplished through:

A. Current Evaluation

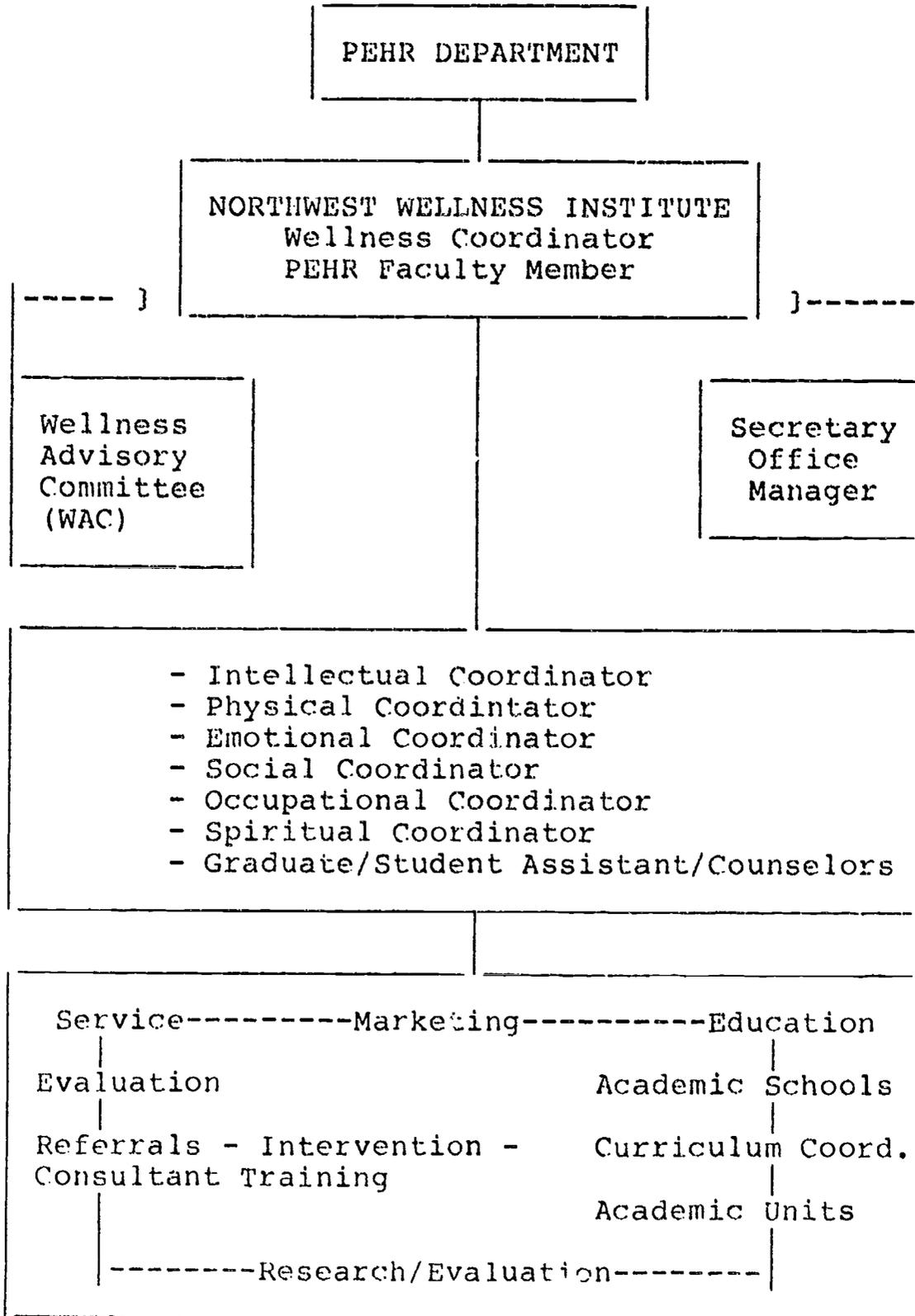
1. identify areas which are currently offering wellness related courses and programs.
2. identify individuals who are interested in being involved in the wellness program

- a. designate members of the WAC
 - b. designate members of the WWC
 - c. designate dimension coordinators
 - d. designate contact persons
- B. Community Evaluation
1. identify groups interested in being involved in the wellness program (especially medical and legal professionals).
- C. Foster a Wellness Environment
1. coordinate and advertise programs and courses which are related to wellness.
- D. Compile a Wellness Resource Publication List
- E. Wellness Institute
1. develop a centrally located wellness resource center on the Eastern Washington University campus.
 - a. establish a wellness hotline
 2. establish a satellite center in The Body Shop Wellness - Fitness Center.

4. Develop, coordinate, and provide educational materials and programs which address the key issues of the wellness dimension. This will be accomplished through the:
 - A. Northwest Wellness Institute
 - B. Wellness Seminars
 - C. Wellness Newsletter
 - D. Wellness Packets
 - E. Wellness Tips
 - F. Lifestyle Assessment Questionnaire
 - G. Human Movement Laboratory
 - H. The Body Shop Wellness - Fitness Center
 - I. Wellness Information Distribution Sites
 - J. Wellness News column which would appear in various media.
 - K. General University Requirements (GUR)
 1. create a GUR wellness package of courses
 2. develop internship experiences for undergraduate and graduate students.
 3. develop research and laboratory experiences for undergraduate and graduate students.

5. Provide continuous research and evaluation of the EWU wellness program and the six dimensions of wellness. This will be accomplished through:
 - A. continuous evaluation of needs and interests of recipients (participants) and non-participants.
 - B. evaluate cost-effectiveness of the program.
 - C. documentation of all programs.

**APPENDIX A
ADMINISTRATIVE MODEL**



APPENDIX B

Copy of the "Executive Summary" Memorandum Sent
Out with Wellness Proposal to Key University
Administrators and Student Group Leaders

To:

From: Bradley J. Cardinal, Director of The Body
Shop and Assistant Professor of Physical
Education, Health and Recreation

Date:

Attached please find a comprehensive and detailed proposal titled, "A Wellness - Fitness Program Proposal for Eastern Washington University" prepared by myself and Dr. Jerry Krause, Chair and Professor in the Health, Physical Education, and Athletic Department. The proposal is the result of over three years worth of research and investigation and has been written and re-written over the past eight months. The proposal has been reviewed and approved by the Health, Physical Education, and Athletic Departments' Wellness Committee and been reviewed and edited by the Dean of the School of Human Learning and Development, and Professors and Administrators from Washington State University.

The purpose of the proposal is to provide, in detail, a plan of implementation for a comprehensive wellness program by expanding the current fitness - wellness program. The proposal outlines specific objectives and expected outcomes of a comprehensive health, fitness and wellness program at Eastern Washington University. Programs such as the one being described, have been successful and well received by students, faculty, staff, and administrators on other college and university campuses across the country. In fact, student wellness programs and employees assistance programs (EAP's) are evident in leading colleges and universities where a premium is placed on human development.

This proposal specifically addresses many of Eastern Washington University's current needs including improved moral amongst students and faculty, coordination of preventative health services, on campus health education programs, university cost containment and savings, and improving the quality of life for all Eastern Washington University constituents.

APPENDIX C

Highlighted Features and Benefits of a Wellness - Fitness Program

Students

- internship experiences
- work-study employment
- leadership development (serve on Student Wellness Advocacy Team - S.W.A.T.)
- graduate assistantships
- recognition (student of the month/year)
- scholarship awards

General

- opportunity to develop physical fitness
- wellness assessment analysis
- health risk appraisal
- central source for wellness information (resource center)
- in-depth physical fitness assessments
- coordination of events
- increased awareness
- improved environment
- positive choices
- newsletter
- calender
- seminars
- health fair/wellness week
- counseling
- wellness library (videotapes, audiotapes, written materials)
- referral program
- recognition/incentives

Individual and Group Programs

- | | |
|---------------------|--------------------|
| - stress management | - nutrition |
| - weight management | - substance abuse |
| - smoking cessation | - physical fitness |
| - chronic diseases | - spirituality |
| - philosophy | - low back |
| - relaxation | - yoga |

- career planning
- environmental health and safety
- cardiopulmonary resuscitation (CPR)
- self-esteem

Screenings and Services

- cholesterol
- fitness center
- vision
- pulmonary function
- Life style assessment (LAQ) questionnaire
- Human Performance Laboratory
- blood pressure
- urine
- hearing
- nutritional

APPENDIX D
Various Levels for
Implementing Wellness Programs/Activities

Low Level Implementation Activities

1. Posters
2. Literature
3. Paycheck inserts

Medium Level Implementation Activities

1. Establish screening programs
2. Referral and follow-up
3. Presentations/Speakers
4. Self-help kits
5. Policy development
6. Exercise instruction

High Level Implementation Activities

1. Continuing education
2. Monitoring
3. Consulting
4. Conduct classes
5. Create a supportive - healthy environment
6. Certification programs (i.e. C.P.R. programs)

APPENDIX E
Lifestyle Change Processes

The Four Stages of Lifestyle Change

1. Recognize the need for (consider) change
2. Choose to (attempt) change
3. Achieve success in changing
4. Maintain the lifestyle improvement

BIBLIOGRAPHY

- Allen, R.F., Kraft, C., Allen, J., and Certner, B. (1987). The organizational unconscious: How to create the corporate culture you want and need. Human Resources Institute, Morristown, New Jersey.
- Allen, R.F. (1981). A program for personal and cultural change on physical fitness. Appleton-Century-Crofts, New York.
- Allsen, P.E., Harrison, J.M., and Vance, B. (1989). Fitness for life: An individualized approach (4th edition). Wm. C. Brown Publishers, Dubuque, Iowa.
- American Alliance of Health, Physical Education, Recreation and Dance. (1980). Lifetime health related physical fitness test manual. American Alliance of Health, Physical Education, Recreation, and Dance, Reston, Virginia.
- American College of Sportsmedicine. (1986). Guidelines for graded exercise testing and exercise prescription (3rd edition). Lea & Febiger, Philadelphia.
- American Health Foundation. (1987). Health passport. American Health Foundation, New York.
- American Lung Association. (1985). Freedom from smoking at work: Creating your company policy, (Publication Number 0593).
- American Lung Association. (1985). Freedom from smoking at work: Taking executive action, (Publication Number 0592).
- Bailey, C. (1978). Fit or fat? Houghton Mifflin Company, Boston.

Briggs, G.M. and Calloway, D.H. (1979). Bogert's nutrition and physical fitness (10th edition). Saunders College Publishing, Philadelphia Pennsylvania.

Borer, P.O. (1987). 30% Fat...what's that? A simple answer to a complex question. Vitaerobics Incorporated, Encinitas, California.

Bricklin, M. (1983). The practical encyclopedia of natural healing (Revised edition). Rodale Press, Emmaus, Pennsylvania.

Brown, H.L. (1989). Lifetime fitness (2nd Edition). Gorsuch Scarisbrick, Publishers, Scottsdale, Arizona.

Canadian Alliance of Health, Physical Education, and Recreation. (1980). Fitness performance II test manual. Canadian Association for Health, Physical Education, and Recreation.

Cardinal, B.J. and Krause, J.V. (1989). A wellness - fitness program proposal for Eastern Washington University. Department of Physical Education, Health and Recreation at Eastern Washington University, Cheney, Washington.

Cardinal, B.J. and Krause, J.V. (1989). Physical fitness: The hub of the wellness wheel. Kendall/Hunt Publishing Company, Dubuque, Iowa.

Chapman, E.N. (1987). Attitude: Your most priceless possession. Crisp Publications, Inc., Los Altos, California.

Chapman, L.S. (1989). Low cost wellness ideas. Corporate Health Designs, Seattle, Washington.

Chapman, L.S. (1989). Marketing wellness. Corporate Health Designs, Seattle, Washington.

Chapman, L.S. (1989). Wellness incentives. Corporate Health Designs, Seattle, Washington.

- Chilgren, J.D. (1987). Laboratory exercises in fitness testing, evaluation, and exercise prescription. Lewis and Clark College, Portland, Oregon.
- Cooper, K.H., (1982). The aerobics program for total well-being. Bantam Books, Inc., New York.
- Cooper, K.H., (1968). Aerobics. Bantam Books, Inc., New York.
- Corbin, C.B. and Lindsey, R. (1988). Concepts of physical fitness: With laboratories (6th edition). Wm. C. Brown Publishers, Dubuque, Iowa.
- Cousins, N. (1989). Head first: The biology of hope. E.P. Dutton, a Division of Penguin Books USA Inc., New York.
- Cundiff, H.L. and Terry, J.W. (1986). Focus on wellness: An approach to total health. Kendall/Hunt Publishers, Dubuque, Iowa.
- Darden, E. (1980). The complete encyclopedia of weight loss, body shaping, and slenderizing. Westgate Press, Inc., King of Prussia, Pennsylvania.
- Dintiman, G.B., Davis, R.G., Pennington, J.C., and Stone, S.E. (1989). Discovering lifetime fitness: Concepts of exercise and weight control (2nd edition). West Publishing Company, St. Paul, Minnesota.
- Dintiman, G.B. and Greenberg, J.S. (1989). Healthy through discovery (4th edition). Random House, New York, New York.
- Editors of Executive Fitness Newsletter. (1987). Fast fitness: Best ways to get fit in less time. Rodale Press, Inc., Emmaus, Pennsylvania.
- Editors. (1989). Twelve modern medical miracles: For men only. Rodale Press, Inc., Emmaus, Pennsylvania.

- Forman, J.W. and Myers, D. (1987). The personal stress reduction program. Prentice Hall, Inc., Englewood Cliffs, New Jersey.
- Golanty, E., Estrada, J., and Edlin, G., (1985). Health and wellness workbook (2nd edition). Jones and Bartlett Publishers, Inc., Boston, Massachusetts.
- Goldman, B., Bush, P., and Klatz, R. (1984). Death in the locker room: Steroids and sports. Icarus Press, South Bend, Indiana.
- Gretchell, B. (1987). The fitness book. Benchmark Press, Inc., Indianapolis, Indiana.
- Greenberg, J.S. and Pargman, D. (1986). Physical fitness a wellness approach. Prentice Hall, Inc., Englewood, New Jersey.
- Guthrie, H.A. (1986). Introductory nutrition (6th edition). Times Mirror/Mosby College Publishing, St. Louis, Missouri.
- Haas, R. (1983). Eat to win: The sports nutrition bible. Rawson Associates, New York.
- Hafen, B.Q., Thygerson, A.L., and Frandsen, K.J. (1988). Behavioral guidelines for health & wellness. Morton Publishing Company, Englewood, Colorado.
- Henderson, J. (1988). Total fitness: Training for life. Wm. C. Brown Publishers, Dubuque, Iowa.
- Herbert, D.L and Herbert, W.G. (1984). Legal aspects of preventative and rehabilitative exercise programs. Professional & Executive Reports & Publications, Canton, Ohio.
- Hockey, R.V. (1989). Physical fitness: The pathway to healthful living (6th Edition). Times Mirror/Mosby College Publishing, Boston.

- Hoeger, W.W.K. (1988). Principles and labs for physical fitness and wellness. Morton Publishing Company, Englewood, Colorado.
- Hoeger, W.W.K. (1987). The complete guide for the development and implementation of health promotion programs. Morton Publishing Company, Englewood, Colorado.
- Hoeger, W.W.K. (1989). Lifetime physical fitness and wellness: A personalized program (2nd Edition). Morton Publishing Company, Englewood, Colorado.
- Howley, E.T. and Franks, D.B. (1986). Health and fitness instructor's handbook. Human Kinetic Publishers, Champaign, Illinois.
- Hyner, G.C. and Melby, C.L. (1987). Priorities for health promotion and disease prevention. Edie Bowers Publishing Company, Dubuque, Iowa.
- Katch, F.I. and McArdle, W.D. (1983). Nutrition, weight control, and exercise (2nd edition). Lea and Febiger, Philadelphia, Pennsylvania.
- Kravitz, L. (1986). Anybody's guide to total fitness. Kendall/Hunt Publishers, Dubuque, Iowa.
- Kusnitz, I. and Fine, M. (1987). Your guide to getting fit. Mayfield Publishing Company, Palo Alto, California.
- IDEA. (1987). Aerobic dance-exercise instructor manual. International Dance-Exercise Association (IDEA) Foundation, San Diego, California.
- Leafgren, F. (1986). Developing campus recreation and wellness programs. Jossey-Bass Inc., Publishers, San Francisco.
- Leonard, G. (1975). The ultimate athlete. Avon Books, New York.

- Lifecycle. (1988). Look better, feel better, and live longer the life fitness way. Life Fitness, Inc. Irvine, California.
- Lindsey, R., Jones, B.J., and Whitley, A.V. (1989). Fitness: For the health of it (6th edition). Wm. C. Brown Publishers, Dubuque, Iowa.
- Martin, R.M. (1982). The gravity guiding system: Turning the aging process upside down. Gravity Guidance, Inc., Pasadena, California.
- McIntosh, M. (1990). Lifetime aerobics. Wm. C. Brown Publishers, Dubuque, Iowa.
- McGlynn, G. (1987). Dynamics of fitness: A practical approach. Wm. C. Brown Publishers, Dubuque, Iowa.
- Melograno, V. and Klinzing, J. (1988). An orientation to total fitness (4th edition). Kendall/Hunt Publishing Company, Dubuque, Iowa.
- Memphis Neurosciences Center. (1986). The healthy back lifestyle: A step-by-step guide back rehabilitation program. Methodist Hospitals of Memphis, Tennessee.
- Millman, D. (1984). Way of the peaceful warrior: A book that changes lives. H.J. Kramer, Inc., Tiburon, California.
- Moser, M. (1985). High blood pressure and what you can do about it (Revised edition). Benco Health and Welfare Publication, Elmsford, New York.
- Nieman, D.C. (1986). The sports medicine fitness course. Bull Publishing Company, Palo Alto, California.
- O'Donnell, M.P. (1986). Design of workplace health promotion programs (2nd Edition). American Journal of Health Promotion, Royal Oak, Michigan.

- Opatz, J.P. (1987). Health promotion evaluation: Measuring the organizational impact. National Wellness Institute/National Wellness Association Publication, Stevens Point, Wisconsin.
- Pangrazi, R.P. and Darst, P.W. (1985). Dynamic physical education curriculum and instruction for secondary schools. Burgess Publishing Company, Minneapolis, Minnesota.
- Parker, D.L. (1986). The health manager. The Boeing Management Association, Seattle, Washington.
- Pearson, D. and Shaw, S. (1982). Life extension: A practical scientific approach. Warner Books, New York.
- Petersen, R.A. (1988). Instructors manual for behavioral guidelines for health and wellness. Morton Publishing Company, Englewood, Colorado.
- Piscatella, J.C. and Piscatella, B. (1987). Choices for a healthy heart. Workman Publishing Company, New York.
- Polaris. Polaris training manual. IRONCO, Polaris Company, San Diego, California.
- Raber, M.F. and Dyck, G. (1987). Mental fitness: A guide to emotional health. Crisp Publications, Inc., Los Altos, California.
- Robert, S.W. (1989). Health/Wellness: An introductory approach. Edie Bowers Publishing Company, Dubuque, Iowa.
- Ryan, R.L. (1988). Fitness center manual. ACC Publications, Littleton, Colorado.
- Shames, R. and Sterin, C. (1978). Healing with mind power. Rodale Press, Emmaus, Pennsylvania.

- Sharkey, B.J. (1984). Physiology of fitness (2nd edition). Human Kinetics Publishers, Inc., Champaign, Illinois.
- Sharkey, B.J. (1974). Physiological fitness and weight control. Mountain Press Publishing Company, Missoula, Montana.
- Siegel, B. (1986). Love, medicine, and miracles. Harper and Row, Publishers, Inc. New York.
- Smith, N.J. (1976). Food for sport. Bull Publishing Company, Palo Alto, California.
- Stokes, R., Moore, A.C., and Moore, C. (1986). Fitness the new wave (2nd edition). Hunter Textbooks, Inc., Winston-Salem, North Carolina.
- Stone, W.J. (1987). Adult fitness programs: Planning, designing, managing, and improving fitness programs. Scott, Foresman and Company, Glenview, Illinois.
- Sweetgall, R. and Neeves, R. (1987). The walking wellness teacher's guide. Creative Walking, Inc., Newark, Delaware.
- Thaxton, N.A. (1988). Pathways to fitness: Foundations, motivation, applications. Harper & Row, Publishers, New York.
- Thygerson, A.L. (1989). Fitness and health: Life-style strategies. Jones and Bartlett Publishers, Boston, Massachusetts
- Travis, J.W. and Ryan, R.S. (1988). Wellness workbook (2nd edition). Ten Speed Press, Berkeley, California.
- Travis, J.W. (1977). Wellness workbook for health professionals. Wellness Resource Center, Mill Valley, California.

United States Department of Health, Education and Welfare. (1979). Healthy people: The surgeon general's report on health promotion and disease prevention, (DHEW [PHS] Publication Number 79-55071).

United States Department of Health and Human Services. (1989). Promoting health/preventing disease: Year 2000 objectives for the nation, (Draft for Public Review and Comment).

United States Department of Health and Human Services. (1986). It's your business: A guide to heart and lung health at the workplace, (NIH Publication Number 86-2210).

United States Department of Health and Human Services. (1985). Cholesterol counts: Steps for lowering your patient's blood cholesterol, (NIH Publication Number 85-2699).

United States Department of Health and Human Services. (1985). Medicine for the layman: Behavior patterns and health, (NIH Publication Number 85-2682).

United States Department of Health and Human Services. (1985). Worksite health promotion and human resources: A hard look at the data, (NIH Publication Number 85-2644).

United States Department of Health and Human Services. (1984). Heart to heart: A manual on nutrition counseling for the reduction of cardiovascular disease risk factors, (NIH Publication Number 85-1528.)

United States Department of Health and Human Services. (1984). The physician's guide: How to help your hypertensive patients stop smoking, (NIH Publication Number 84-1271).

United States Department of Health and Human Services. (1981). Exercise and your heart, (NIH Publication Number 81-1677).

Whitney, E.N. and Sizer, F.S. (1989). Essential life choices. West Publishing Company, St. Paul, Minnesota.

Whitney, E.N. and Sizer, F.S. (1989). Essential life choices: Instructor's resource manual. West Publishing Company, St. Paul, Minnesota.

Williams, M.H. (1988). Nutrition for fitness and sport (2nd edition). Wm. C. Brown Publishers, Dubuque, Iowa.

Wyant, A.D. (1987). Bristol-Myers company guide to consumer product information (10th Anniversary Issue). Bristol-Myers Company, New York.

Young, L. (1987). Let's train! Hunter Textbooks, Inc., Winston-Salem, North Carolina.

ABOUT THE AUTHOR

Bradley J. Cardinal is the Director of The Body Shop Wellness - Fitness Center and an Assistant Professor of Physical Education, Health and Recreation at Eastern Washington University. Mr. Cardinal earned his B.A./Ed. and M.S. degrees from Eastern Washington University with specializations in health, physical education, and exercise science. In addition to his academic degrees, he is a Certified Strength and Conditioning Specialist (C.S.C.S.) through the National Strength and Conditioning Association. He currently is on the Executive Board of the Washington Alliance of Health, Physical Education Recreation and Dance, and a member of several other professional organizations. Mr. Cardinal has been the recipient grants, and has authored or co-authored numerous books, articles and academic papers. He is a sought after health, physical fitness and wellness lecturer.