Community Health Sciences (CHS) 19 - Fiat Lux Freshman Seminar
“Cosmo Says You’re Fat? I Ain’t Down With That” Nutrition & Body Image Life Skills
Winter Quarter 2011

Course Instructor:
Rena Orenstein, M.P.H., Assistant Director, Student Health Education
UCLA Bruin Resource Center
B44 Student Activities Center Building (SAC)
310.825.5503
rorenstein@saonet.ucla.edu

Gia Marson, Ed.D., Psychologist
UCLA Counseling and Psychological Services
John Wooden Center West
310.825.0768
gmarson@caps.ucla.edu

Course Units:
1 unit

Course Grading:
Pass/No Pass
Attendance/Participation  (3.75 points/week x 8 weeks) = 30 points*
Weekly Journal Assignments  (3 points/week x 8 journals)  = 24 points
Final Journal Assignment  =  6 points
Total Points  = 60 points**

* You must earn AT LEAST 24 points for attendance/participation to pass the course
**You must earn AT LEAST 48.75 points TOTAL (75%) to pass the course

Course Times/Location:
Section 1: 9:00-9:50 am
Section 2: 10:00 -10:50 am
8 Monday sessions: January 3 – March 7
Classroom: Student Activities Center (SAC) room 304

Introduction
Success in the undergraduate experience is very much influenced by attributes beyond intellectual competence. This course will examine the personal, social and environmental factors that influence college students’ eating behaviors, physical activity patterns, and body image. Students will develop an individualized plan for eating well, being active, and feeling good about their bodies. Students will also learn practical skills with application to stress management, positive body image and nutrition as they participate in critical evaluation of popular diets, healthy body weights, fitness, supplements, media body ideals, and self-destructive thoughts.
Objectives
By the end of the quarter, students will be able to identify the personal, social and environmental factors that influence eating behaviors, physical activity patterns, and body image; use weekly journals to develop an individualized plan to eat well, be active and feel good about their bodies; learn practical skills to help overcome barriers to living a healthy, balanced lifestyle.

Methods
The course meets weekly for 50 minutes/session. It employs multiple instructional methods, including lectures, discussions, DVD/videos, group exercises, writing and reading assignments. The effectiveness of in-class experiences as learning tools depends on engaged student interaction with each other and the lecturers; this requires students to commit to attending class and actively engaging in course activities.

Course Reader
Course reader is available at Ackerman Union A-level Bookstore. Assigned readings are to be completed IN ADVANCE of the session under which they are listed, in order to facilitate class discussion. Assigned readings include both peer-reviewed and popular sources. One copy of the reader is on reserve in Powell Library for student use.

Course Requirements
1. Weekly Journal Assignments
- Assignments are designed to help students reflect on personal eating, physical activity and body image concerns and insights.
- Journals are turned in WEEKLY (including one Monday holiday when the class does not meet; by email attachment).
- Journals must be typed in a 12 point font, double-spaced, and ~1 page in length.
- Student NAME and SECTION NUMBER must be written on all assignments.
- Journals are 3 points each; final journal is worth 6 points; points will be deducted for late assignments.
2. Readings
- Readings are to be completed before each class session.
3. Attendance & Class Participation
- Students must attend a minimum of 6 (out of 8) classes in order to pass the course.
- Points will be deducted for late arrival to class.

Extra Credit
Optional extra-credit opportunities are worth 3 points each. Students may attend any one of the workshops listed at the link www.caps.ucla.edu, on any of the following topics: anxiety management, sleep, disordered eating, mindfulness, transforming worry, stress. Rena must be notified by email of the date and the name of the presenter; no write-up is necessary.
Course Outline

Week 1 – January 3
Topic: Course Introduction & Body Image – Gia Marson, Ed.D
Issues among women and girls; issues among men and boys

Week 2 – January 10
Topic: Nutrition Basics: Separating Fact from Fiction – Becci Twombly, R.D. UCLA Athletics
Food as fuel; carbohydrates, fats, and proteins; making healthier food choices for a lifetime
Readings: SNAC Website (Student Nutrition Awareness Campaign) article: “Nutrition Basics”
www.LifeEd.ucla.edu -> Academic Courses -> CHS 19
Due: Weekly Journal 1

Week 3 – January 17 – NO CLASS
Due: Weekly Journal 2 (by email attachment)

Week 4 – January 24
Topic: Dietary Supplements: Help or Hype? – Becci Twombly, R.D. UCLA Athletics
Regulatory issues: what every consumer needs to know; vitamins & minerals
Readings: SNAC Website article: “Dietary Supplements”
www.LifeEd.ucla.edu -> Academic Courses -> CHS 19
Due: Weekly Journal 3

Week 5 – January 31
Topic: Weight & Fitness: Biological, Behavioral, and Environmental Influences – Hope Levin, M.D., UCLA CAPS psychiatrist
Finding a healthy weight for you (based on BMI, body composition, body type); health & fitness at every shape and size; altering our “obesogenic” environment
SNAC Website article: “Weight & Fitness”
www.LifeEd.ucla.edu -> Academic Courses -> CHS 19
Due: Weekly Journal 4

Week 6 – February 7
The obesity pandemic; popular fad diets; why diets don’t work; effects of restrictive eating; listening to your body
Video clip: “Tough Guise: Violence, Media and the Crisis in Masculinity” – Jackson Katz

Week 6 continues ➔
Course Outline, continued

Week 6 – February 7, continued:

SNAC Website article: “Non Dieting Approach”
www.LifeEd.ucla.edu -> Academic Courses -> CHS 19
Due: Weekly Journal 5

Week 7 – February 14
Topic: Media Influence on Body Image – Gia Marson, Ed.D.
Video: “Killing Us Softly; Advertising’s Image of Women” – Dr. Jean Kilbourne
Discussion
SNAC Website article: “Body Image & Media Influences”
www.LifeEd.ucla.edu -> Academic Courses -> CHS 19
Due: Weekly Journal 6

Week 8 – February 21 – NO CLASS (No journal due)

Week 9 – February 28
Topic: Managing Stress Without Abusing Food or Your Body – Rena Orenstein, M.P.H.
Stress and its sources; stress response & relaxation response; healthy coping: meditation and relaxation
Readings: Benson, H. and Stuart, E., 1992: “Managing Stress” The Wellness Book; 177-188
Due: Weekly Journal 7

Week 10 – March 7
Topic: Self-Talk – Rena Orenstein, M.P.H.
How negative self-talk develops; how thoughts affect us and our body image; improving our self-talk
Due: Weekly Journal 8

Finals Week – March 14 – NO CLASS
Due: Final Journal, due by 5 pm on Monday, March 14 (by drop-off at Rena’s office, or email attachment)
**Weekly Journal Assignments**

**Weekly Journal 1, due January 10:**
What was your main motivation for taking this course? What do you expect to get out of the course? How would you describe your current behaviors and attitudes towards eating, physical activity and body image?

**Weekly Journal 2, due January 17 (by email attachment):**
What are your personal, social and/or environmental challenges to making positive nutrition-related lifestyle changes (for example, choosing more fruits, vegetables, whole grain, and lean protein sources; limiting saturated and trans fats, limiting portion sizes of sweets, not skipping meals, etc.?). What lifestyle changes have you identified, if any, that you’d like to work on?

**Weekly Journal 3, due January 24:**
Part A – Reflect on why you eat (or don’t eat). Do you eat or keep eating when you’re not hungry? Do you NOT eat, even when you are hungry? What are your triggers to eat or not eat in the way you do? What steps can you take to address these behaviors?
Part B – Complete the Food-Hunger-Feeling worksheet for 2 full days this week. Turn it in stapled to your journal.

**Weekly Journal 4, due January 31:**
Reflect on your current supplement patterns... Are you taking supplements? If yes, what are you taking, and why? If not, why not? Do you feel your supplement patterns are excessive, inadequate, or just right (use website document “From A to Zinc” to estimate)? What steps can you take to organize your nutrient intake through foods and/or supplements? Finally, briefly highlight the way in which supplements are regulated in the USA and provide your response as a consumer.

**Weekly Journal 5, due February 7:**
Estimate your weight by using the Hamwi method. Do you think this is a reasonable weight for you? Why or why not? How would you describe your genetic body type (i.e., apple-shaped vs. pear-shaped; mesomorph, ectomorph or endomorph)? What is your BMI? Is BMI accurate for your body type? Why or why not? In what ways are Hamwi and BMI “good” ways – or not – to estimate one’s “healthy weight?” What do you think your personal “healthy weight” is, based on your body type and your life experience?

**Weekly Journal 6, due February 14:**
Pay attention to advertising this week. Select one or more magazine/online ads that feature a woman and/or a man and reflect on the messages communicated by the ads. What messages do you see about women and men, and how they are supposed to look and behave? What are they supposed to value? How are they supposed to eat and regard food? Please staple a hard copy of the ads to your journal to turn in; be prepared to discuss your findings in class!
Weekly Journal Assignments, continued

(No Weekly Journal due on February 21)

Weekly Journal 7, due February 28:
Reflect on things that have influenced your body image, and the effects of the following: people in your life; gender socialization; ethnicity and culture; the media. What do you think people can do to improve how they feel about themselves? What are your plans for improving your own body image, or maintaining the healthy body image you already have?

Weekly Journal 8, due March 7:
Reflect on your activities this past week. Have you noticed that you feel more stressed in certain situations or with certain people? What physical, emotional or cognitive symptoms do you experience when you are stressed? In what ways do you typically cope with stress? Based on readings and class discussion, what new methods for coping might you try? How did classroom meditation make you feel?

Final Journal, due by 5 pm on March 14 (by drop-off at Rena’s office, or email attachment):

Part A (1-2 pages; 3 points)
1. During this course, what personal, social and environmental factors did you discover that most influenced your behaviors and attitudes towards food and your body? What did you do (if anything) to address those factors – what worked, and what didn’t work?
2. Now that the course is over, how would you describe your current behaviors and attitudes with regard to eating, physical activity and body image?
3. Reflect on your first journal. In what ways have your behaviors and attitudes changed since you wrote that journal?
4. Looking towards the future, write about your personal commitment to your own health and well-being, fitness and positive body image. What is your personal plan for eating well, being active, and fostering positive body image, for next quarter and beyond?

Part B (3 points)
Complete the Self-Talk Log (form to be provided)