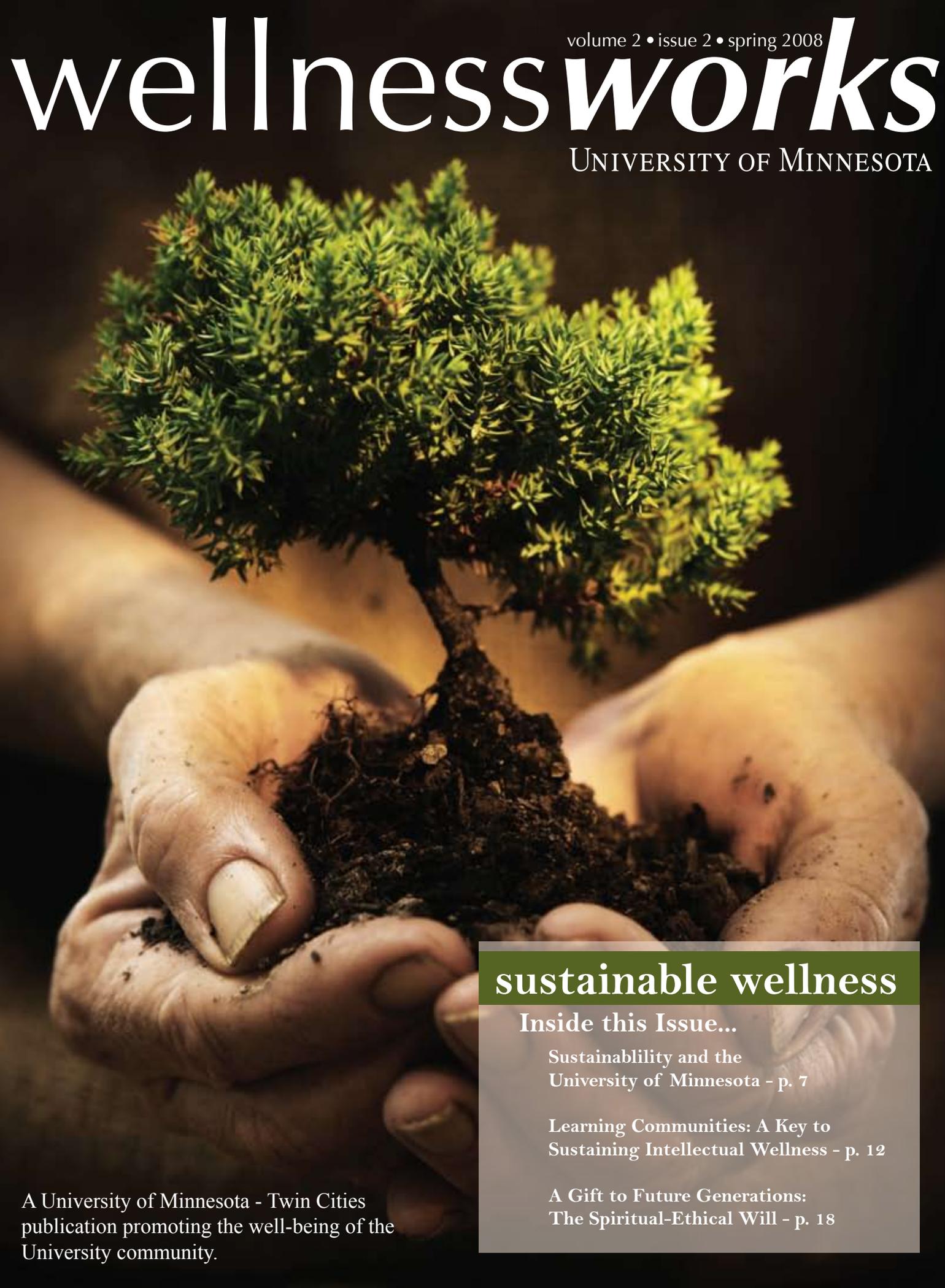


# wellnessworks

volume 2 • issue 2 • spring 2008

UNIVERSITY OF MINNESOTA



## sustainable wellness

### Inside this Issue...

Sustainability and the  
University of Minnesota - p. 7

Learning Communities: A Key to  
Sustaining Intellectual Wellness - p. 12

A Gift to Future Generations:  
The Spiritual-Ethical Will - p. 18

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## Letter from the Editors

Dear Readers:

For some of us, the topic of sustainability may be a call for drastic changes in the way we live. For others it may raise the specter of partisan or political agendas. Either way, for the majority of us the connotations of the word sustainability are solely environmental in nature—going green, minimizing a carbon footprint, limiting gashouse emissions, or being good stewards of the land.

As broadly defined, however, sustainability is the ability to support, to keep up or to keep going, and even to endure without giving way or yielding. Sustainability—not unlike our total well-being—is a process, really. That definition, and the desire to investigate the interrelationship between sustainability and health, drives the theme of this issue of *Wellness Works*. Environmental sustainability may mean a healthy planet, but how does that translate to a healthy body, healthy relationships, a healthy mind, or even a healthy economy? Perhaps in the context of wellness, sustainability is about actively sustaining ourselves and understanding the ripple effects.

Sustaining aspects of our own well-being is at the heart of this issue. It goes beyond celebrating “goal-weight attained,” to adopting healthy life choices and maintaining them, to recognizing that learning doesn’t end with a degree—that we need to exercise our minds, just as we do our bodies.

This issue provides interesting perspectives, options, and processes on sustaining various aspects of our well-being. Rachael Freed, senior fellow in the Center for Spirituality & Healing, impresses upon each of us to leave a legacy that will enrich our families in ways money never could, by sustaining them with our very spirit. Kris Johnson and Brian Stenquist offer a broad perspective on how communities are learning to create environmental sustainability in the future, and the role the University is playing in that development. In the first feature article, Molly Kelash explores some of the other ways the University is beginning to grow into and share the idea of sustainability on campus and beyond.

For many of us, the idea of sustaining anything can be overwhelming: a healthy lifestyle change, committing to lifelong learning, or making small socially conscious changes in our day-to-day lives. But framing sustainability as a process, a wellness journey that affects our bodies, our economy, and even the world around us, is the first step toward a positive contribution.



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# Table of Contents

## In Every Issue

- Welcome Letter p. 1
- Campus Wellness in Action p. 10
- In the Works Research p. 30 Researchers find that family dinners help sustain health and that there is a link between built environments and well-being.
- Quick Tips Tear Out p. 35 Ten tips for incorporating sustainable wellness into daily life.
- Resources p. 36 Find contact information for campus wellness resources.

## Features

- Sustainability at the University of Minnesota p. 7 *By Molly Kelash*  
Not just a buzzword, “sustainability” in all its forms is a growing concern on campus.
- Sustaining the Whole Student p. 25 *By Bridgett Erickson*  
Everyone on campus has a part to play in a student’s journey toward academic, emotional, and social maturity.
- Stretching Out Stress p. 32 *By Annette Biggs*  
Use these simple stretches to relieve physical and mental tension right at your desk.

## Six Dimensions

- Intellectual Wellness p. 12 *Learning Communities* *By Megan Rucker*  
Lifelong learners discover that finding like-minded people is one of the best ways to keep intellectual curiosity alive.
- Physical Wellness p. 14 *Making a Lasting Change* *By Karen Lawson*  
Having trouble sticking to an exercise routine or healthy diet? A health coach might be just the ticket.
- Emotional Wellness p. 16 *Preserving Emotional Wellness* *By John Romano*  
Sustaining emotional health is a major component to overall wellness, and stress prevention is the key.
- Spiritual Wellness p. 18 *A Gift to Future Generations* *By Rachael Freed*  
Creating a legacy letter for family members is something they can cherish forever.
- Occupational Wellness p. 20 *Laying Out the Welcome Mat* *By Stacy Doepner-Hove*  
Gone is the three-hour new employee “orientation.” “Onboarding” programs now provide support for up to one year.
- Social Wellness p. 22 *Minnesota 2050* *By Kris Johnson*  
University researchers teach local communities adaptability skills to deal with sustainability issues that could arise in the next 50 years.



Sustaining our own health and wellness means sustaining and being good stewards of the planet and its limited resources. To that end, the editors of *Wellness Works* felt it was important to do our part. Therefore, we are making some changes, starting with a more earth friendly print edition of the publication. This and future issues of *Wellness Works*, will be printed on 100% post-consumer waste recyclable paper. And while this magazine is now published only twice per year, based on reader response on the importance and value of its content to the University community, we hope to expand it to a more in-depth, interactive Web version in the near future.

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Printed on recycled and recyclable paper containing 100% post-consumer waste.

# dimensions of wellness

**wellness (wel-nis)** *noun* an active process of becoming more aware of, and making choices toward, a more successful existence through a multi-dimensional approach to health

## intellectual wellness

Intellectual wellness is simply a commitment to lifelong learning. It involves seeking out opportunities beyond “book knowledge” to include creativity, critical thinking, and being intuitive and expressive. Spending time pursuing personal interests, while keeping abreast of current issues and ideas, allows us to challenge our minds and understand the world around us. It allows us to focus on personal growth.



## physical wellness

Being an active participant in one's own health, and making health a priority, is the foundation of physical wellness. Understanding the relationship between regular physical activity and proper nutrition, leads to an awareness of how our bodies best function, how we feel, how we experience stress, and how to develop balance in our lives. Making personal health choices and taking responsibility for appropriate medical care is vital. Our bodies are expressions of how we choose to live.



## emotional wellness

Being emotionally aware—accepting, managing, and expressing one's feelings—allows one to make healthy choices, leading to healthy behavior. Being self-aware and accepting of our strengths and limitations helps us to lead a fulfilled life. Seeking out and nurturing healthy relationships based on trust, commitment, and respect helps keep us emotionally well. Having a positive outlook and recognizing challenge, risk, and conflict as a potential for emotional growth, are indicators of emotional well-being.

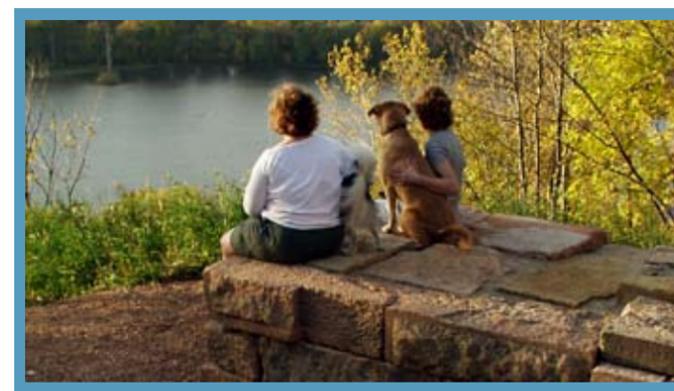
## spiritual wellness

A person engaged in the process of spiritual wellness realizes the importance of questioning the meaning and purpose in their life and the lives of others. There is an appreciation that not everything can be completely understood. As we evolve spiritually, we can become tolerant of other viewpoints, while still holding fast to our own values, goals, and purpose. It can give us a sense of unity, of wholeness, and turn thoughts into action.



## occupational wellness

Finding satisfaction in work that is both rewarding and meaningful, which utilizes unique skills and talents, is an expression of occupational wellness. We can express values and commitment through paid or volunteer work that contributes to the well-being of a group, organization, or community. Finding passion for one's work contributes to a rewarding life.



## social wellness

Understanding and valuing the interconnectedness we have as human beings is at the root of social well-being. We learn that respect of one another extends to family and community through effective communication. Living socially well involves recognizing the importance of promoting a healthy living environment, and respecting the natural world. With this perspective, an individual strives for positive, interdependent relationships in an effort to foster a harmonious way of living.

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## Sustainability at the University of Minnesota Practicing What it Preaches

*Molly Kelash – editor, Wellness Works; principal, Kelash Communications*

As part of the “green” movement, it seems the idea of sustainability has more weight and staying power than a mere buzzword or trend. Though often misunderstood and misapplied, it appears to be an effort here to stay, permeating our society and organizations on every level, where dedicated departments and individuals focus on helping their organizations move toward sustainability in all its permutations.

And universities are no exception. At the University of Minnesota, projects, programs, practices, research, and academic focus show that sustainability is a growing part of the equation on campus.

Recently, a nationwide student group urged presidents and chancellors of higher education institutions to sign a high-visibility initiative to address climate change by taking actions to neutralize greenhouse gas emissions and to integrate sustainability into their curriculum. University of Minnesota President Bruininks was the first of the Big Ten to sign on to this “American Colleges and University Presidents Climate Commitment” (ACUPCC).

This move was applauded by University students and faculty alike as a step in the right direction; but it is merely the latest aspect of a much larger, and growing effort by the University, to become part of global sustainability.

“We are already doing great things here at the University,” says Kris Johnson, program coordinator of the Ecosystem Science and Sustainability Initiative, “and we can build on efforts in energy efficiency, recycling, environmental studies, and more as we make sustainability a cornerstone of the ‘U.’”

He sees this growing emphasis on sustainability not only in the efforts of the Initiative (*visit [www.sustainability.umn.edu](http://www.sustainability.umn.edu) for more information*), but also in the University’s Regents’ Policy on Sustainability and the formation of the new Institute on the Environment. Since 2004, the University has also been a member of the Chicago Climate Exchange, a legally binding and far more rigorous climate agreement than the ACUPCC—it has real penalties for institutions and businesses that do not meet carbon-reduction goals.

Johnson also alludes to several other sustainability-driven projects, such as the University of Minnesota’s selection as one of 20 universities worldwide to compete in the 2009 Solar Decathlon, where a cross-departmental team will design, build and maintain energy-efficient, solar-powered homes. He says interdisciplinary projects such as this are critical, and can help teach students to address applied sustainability problems. “Sustainability,” says Johnson, “is about the economy and society, as well as the environment. And the ‘U’ can draw on a range of expertise to give students broad training in sustainability.”

*continued on page 8*





# We just need to be more aware and remember that everything we consume and buy has environmental impact.

*-Alfred Marcus- strategic management and organization professor, Carlson School of Management*

## The Sustainable Business Student

The idea of global sustainability isn't all that new a topic at the Carlson School of Management. Since 2002, strategic management and organization professor Alfred Marcus has lead a group of 30 students to Costa Rica each year to study first-hand some of the most advanced sustainability practices anywhere in the world at the Instituto Centroamericano de Administración de Empresas (INCAE). Costa Rica is a leader in sustainable development and ecologically sound tourism practices. INCAE is one of Latin America's top business schools and emphasizes sustainability-related study.

The trend toward sustainability, says Marcus, means modern business students must learn about intricate webs of interconnectivity on a global scale because more and more, it is the way people are doing business worldwide.

"Things are genuinely changing now, more rapidly than ever," he says. "Globalization, high energy prices, and other stresses on the system are much more apparent to people and I think that makes it more important to them."

The Carlson students and 30 others from INCAE participate in classes and field trips led by Marcus and three professors from the school's world-class Center for Competitiveness and Sustainable Development, a recognized leader in the study of corporate environmental strategy. There, according to the University Web site course-description, "...the students learn how to create a symbiotic relationship between economic growth, environmental concern, and social integrity. The class plays a vital role in the health of

our world by developing and utilizing business practices that embrace sustainable development while staying competitive."

"We learn about the economics of sustainability through actual case-studies, what are the costs and benefits of each," says Marcus. "Everything from negotiations on oil-fields in Ecuador in the 1990's, to global climate change; or a garment plant in Belize, to a case about Argentina's carbon neutral efforts in a petrol-for-tree-planting program."

Marcus says using these complicated case studies, as well as taking them to actual sustainable businesses in Costa Rica, allows the students to see entrepreneurial opportunities in terms of quantifying and understanding risk as well as balancing various elements, like financing and environmental impact, against each other.

"What the students learn is how to do the necessary analyses beforehand," he says. "We teach them that in an ideal sense, any business project should be three things: good for investors, a source of well-paid jobs, and it should not harm or minimize the environment."

But while this course is business-focused at its core, Marcus says he sees it as one piece of the sustainability puzzle, which in the end, boils down the everyday consumer.

"We just need to be more aware and remember that everything we consume and buy has environmental impact. What we eat, for example, can have a huge impact on agricultural practices, and sometimes, believe it or not,

organic farming can have a more negative impact than other methods," he says.

In fact, he says, the average person makes 20 to 30 decisions a day that affect the environment one way or another.

"The decision to replace a bulb with an incandescent or energy efficient one, or whether to walk or drive, or buy a slightly smaller car—those are all contributing factors."

It may be, too, that as consumerism is affected by the sustainability movement, people will move away from over-consumption and make purchases based on the idea of quality versus quantity, or a worthwhile experience over something more material. "In eco-tourism, for

example, people don't value the resort itself, but the guide's knowledge, the information, the experience of being in the rain forest," says Marcus.

He says he doesn't suggest that we all move back into caves and forgo the industrial world altogether—merely that becoming a more sophisticated consumer means the goods and services you value become a bit more intangible in nature. He says there is also a link between personal wellness, fitness, and the environment. "If you go back to the 1950's you see that people spent 7 percent of their income on health care and 17 percent on food. Today those figures are exactly the opposite."

Are Americans truly ready to embrace sustainability as a way of life? Marcus says that it's happening whether they like it or not—every company from Walmart to GE touts its green efforts, huge amounts of venture capital is funneled to alternative energy sources and other sustainability practices, and progressive universities all over the world, including the University of Minnesota, are engaged in efforts to teach and engender sustainability across departmental boundaries.

"If you look at the University as a whole, we're all involved in this effort—I see education in general as having a tremendously important role."

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# Campus Wellness in Action

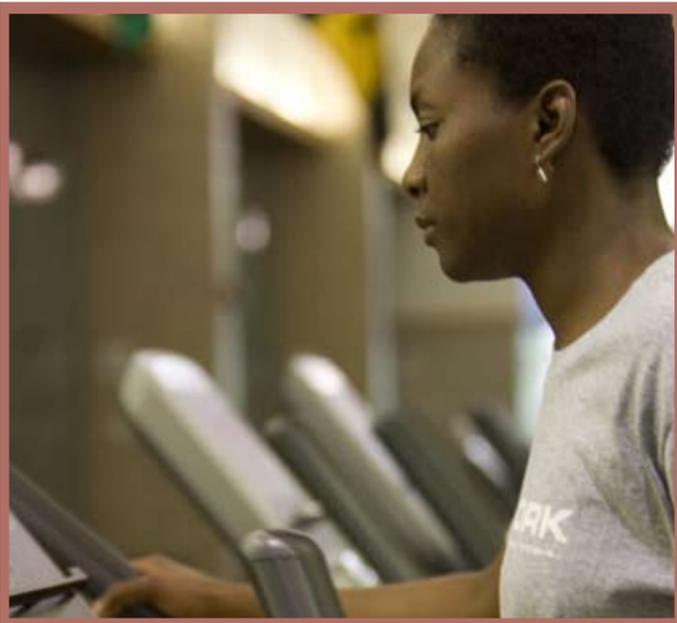
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Thousands of University employees have enrolled in the Fitness Rewards Program at participating fitness facilities in the network including the University Recreation Centers in the Twin Cities and Duluth, and the Regional Fitness Center in Morris.

One faculty member who recently joined the YWCA says she is thrilled about the UPlan Fitness Rewards program. "I really feel that it will make a big difference for me in terms of general health and well-being. I complained about not having this benefit in the past and I'm just delighted that we have it now!"

For more information, visit [www.wellness.umn.edu](http://www.wellness.umn.edu) and follow the link to the University's health plan providers: Medica® 952.992.1814 or 1.877.252.5558; HealthPartners® 952.883.5000 or 1.800.883.2177.



## Student Health Behaviors: College Health Summit

This past fall, Boynton Health Services hosted the College Health Summit to release a recent survey on student health showing that in some ways, students on 14 Minnesota college and university campuses are healthier than ever, but in other ways, are strikingly unhealthy. The 2006 College Student Health Survey covers seven key health topics: health insurance and health care utilization, mental health, tobacco use, alcohol and other drug use, personal safety and financial health, nutrition and physical activity, and sexual health.

Not just numbers and figures in a vacuum, the data can be—and has been since its inception in 1995—instrumental in making decisions about resources and developing University policies. In 2001, for example, the University restricted credit card companies from soliciting on campus after results suggested that students were assuming a large amount of credit card debt.

This most recent survey reflected positive behavior and attitude changes regarding tobacco use, in part due to actions taken on campus after past results were examined. In 1998, the survey reported an all-time high of current tobacco use among respondents (41.8 percent). Concerted efforts were made on campus, such as offering smoke-free residence halls, combined with a large societal push to limit smoking to designated areas. In the latest survey, a mere eight years later, only 20.9 percent of students stated they were a current tobacco user.

Conversely, levels of stress, and a lack of coping mechanisms to combat it, are of growing concern. The recent survey asked students to rate their level of stress on a scale from 1 (low) to 10 (high), and relatively, their ability to manage that stress level. Over one-quarter of University of Minnesota students reported that they cannot manage their level of stress.

The purpose of the College Health Summit was to provide the survey information to individuals striving to make a difference in the lives and health of students on campus. The information it contains not only reveals the importance of addressing the whole student including health and health behavior during the college experience, but should serve as a tool to help engender lifelong health.

## Campus Club Sustainable Fare

Dining at the Campus Club on the fourth floor of Coffman Memorial Union has gone local. On any given day, members and their guests might find fresh bacon from Waseca; fresh lettuce from Hollandale; smoked trout from Star Prairie, WI; or bleu and cheddar cheeses made on campus.

No cafeteria-style fare here; the menus suggest haute cuisine spiced with a kind of Lake Wobegon playfulness. "Scratch" cooking, local foods, and seasonal produce dictate what goes on the table.

"I like to think I come from a cooking tradition where you eat what the farmer brings to the back door," says executive chef Mary Cashman.

The Campus Club kitchen's new inclinations come from Cashman's and sous-chef Beth Jones' experiences in the Twin Cities award-winning dining scene—Cashman at Café Brenda's; Jones, at Lucia's Restaurant; and both at the No Wake Café, a former restaurant in St. Paul, which was owned and operated by Ann Holt, now Campus Club executive director.

"One of the first things we set out to do (here)," says Cashman, "was eliminate all trans fat from the menu. I think we're finally there."

"We also wanted to establish a cost-effective link to local suppliers," says Jones, who has set up direct supply

chains with a host of local suppliers including the Southeast Minnesota Food Network, the University Student Organic Farm, and the University of Minnesota Creamery.

Last August, the Campus Club hosted what will become an annual event: a Farmer's Market Buffet featuring items with all ingredients from local providers.

"We're beginning with the idea that food is not just something to fill your belly," says Cashman. "It should make you happy. It's a beautiful something."

For more information and today's menu, visit [www.umn.edu/cclub](http://www.umn.edu/cclub) or call 612.625.9696.

## Share Your Stories

Does your department or unit offer programming to aid in sustaining the well-being of the University community? Would you like to contribute your story for possible inclusion in future editions of *Wellness Works*?

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# Learning Communities

## A Key to Sustaining Intellectual Wellness

*Megan Rocker – writer, College of Continuing Education*

The intellectual journey doesn't end with college graduation. Once out in the "real world," however, it can be hard to find and stay connected to an intellectual community, thereby sustaining intellectual curiosity.

But actively seeking out a community of like-minded people through lifelong learning opportunities can be a major contributor in maintaining intellectual wellness.

"Much has been written about the negative effects of isolation, and it's true that if we're alone too much, we become mentally sleepy," says Andrea Gilats, program director for LearningLife, a new learning community in the College of Continuing Education (CCE). "We need opportunities to flex our intellectual muscles, to respond to others' thoughts and opinions, and to think about and give voice to things that matter to us," she says.

Gilats says that lifelong learning opportunities have everything to do with a feeling of belonging; "...whether (through) short courses, discussion groups, or other learning communities," she says, "it's a pleasure to be awakened by people with similar—or diverse—interests and experiences."

Margaret O'Neill Ligon, director of personal enrichment programs at CCE, has seen this connection happen up close as a direct result of continuing education programs. "Over and over again, we see that our programs introduce



like-minded people to each other, and an incredible bond forms. Many of our students keep in touch long after the course or event is over."

For instance, one group of Roseville residents formed a salon group around Headliners, a monthly series featuring University faculty discussing behind-the-scenes aspects of current events. Each month, the group meets beforehand for a potluck dinner, then attends Headliners.

Mike and Barbara Kellett, the founders of the group, point to the sense of community as an important ingredient in their learning experience.

"Lifelong learning is important to us," Mike says. "To have an opportunity to attend an event like this, and to get these fascinating people together...it's a great experience."

Stories like the Headliners salon are not uncommon. Another group of friends formed from a different CCE program, Compleat Scholar, which offers short personal enrichment courses. In May 2006, 25 strangers sat down in a classroom to begin Professor Emerita Toni McNaron's Compleat Scholar course, "Writing from the Quiet Spaces."

Through the course, these "strangers" say they came to trust not only their own voice, but also each other. "It amazes me now when I recall how readily we all shared very private, often painful aspects of our stories with one another," says participant Karen Hays.

Lou Ferrill, another participant, says the class was a powerful spark for her art. "The sense of community, of unity we built was one of the best things for our writing," she says.

Taking personal enrichment courses through CCE, or joining a learning community like LearningLife, which encompasses online discussion areas and in-person workshops and seminars, can also help people plug into learning communities here on campus.

As Gilats points out, "A sense of belonging is essential to maintaining intellectual well-being...Being part of communities keeps us attuned to the present, helps us stay connected, and helps assure that we will stay sharp and responsive."

*For more information about LearningLife, the new lifelong learning community in the College of Continuing Education, visit [www.learninglife.umn.edu](http://www.learninglife.umn.edu) or call 612.624.4000.*

*For more information about personal enrichment opportunities at the College of Continuing Education, visit [www.cce.umn.edu/enrichment](http://www.cce.umn.edu/enrichment) or call 612.624.4000.*



## How to be a Lifelong Learner

Andrea Gilats, LearningLife program director, has these tips about lifelong learning:

- Learning is reveling in knowledge and understanding. It is an enriching and positive addiction—the more you learn, the more you want to learn.
- People pursue learning in different ways—revisiting subjects not taken in high school or college, acquiring a new skill, or completing a formal education. With desire, people find ways to learn, regardless of age, finances, or time constraints. Learning also happens on the Web, in books, and even on educational television.
- Look to organizations with education missions, such as colleges and universities, community-sponsored programs, libraries, and museums. Many offer scholarships, as does the College of Continuing Education—visit [cce.umn.edu/financialaid](http://cce.umn.edu/financialaid).



appreciate learning through creative and stimulating mental activities



## faces of wellness

**Johan Dirks – lifelong learner, College of Continuing Education**

What's an almost-80-year-old doing still going to school? I'm curious and like exploring new things. I love my job as a physicist, but one of my passions is writing. I started 15 years ago after a co-worker said my (travel) stories would make good reading. I wrote about my climb on one of the highest mountains in Ireland a couple months later, took a Loft course and was hooked—I've since taken more than thirty courses from the College of Continuing Education.

*Dirk's pieces have been featured in several publications, including DogFancy Magazine, Minnesota Sports, and Vertical Jones.*

# Making a Lasting Change

## The Power of Health Coaching

*Karen Lawson, MD - program director; health coaching track post-baccalaureate certificate in complementary therapies and healing practices; Center for Spirituality & Healing*

*Randy is a 48 year-old professional who prides himself on being in charge of his life. Yet mid-life challenges have left him feeling frustrated and fatigued. He meets with his physician, who discusses risks and benefits of pharmaceuticals to help with symptoms of depression and anxiety, as well as some erectile dysfunction. Not interested in pharmaceuticals, Randy asks if there are other ways to improve his health and diminish (or eliminate) his symptoms. The doctor discusses the importance of diet, exercise, stress management, and work-life balance, but has no specific, individualized recommendations, and no process or personnel to address these issues. Lifestyle change is difficult and old habits die hard. Who can Randy turn to for help?*

People in today's world operate on information overload—anyone with computer access can uncover a wide array of data—some valid, some not. For health care consumers, that can make it hard to know where to find answers, especially when it comes to healing ourselves. Our “disease-oriented” health care system is often of little help, typically structured to treat existing health problems, rather than prevent them. So where can we turn to find ways to proactively optimize and preserve our health?

Seemingly outside of the purview of conventional health care, an estimated 40 percent of all premature deaths in the U.S. are a result of individuals' unhealthy life choices: lack of physical activity, poor dietary habits, tobacco use, substance abuse. Health care providers generally have inadequate time to address these issues during routine appointments, and facilitating patients' behavior change is not typically part of their education or expertise.

Enter the health coach. In the past five years, health coaches have emerged as an important new profession in health care. A number of factors contribute to this, including an increased incidence of chronic illness, an aging population, the skyrocketing cost of health care, and the desire of many to assume more responsibility for their own health and well-being.

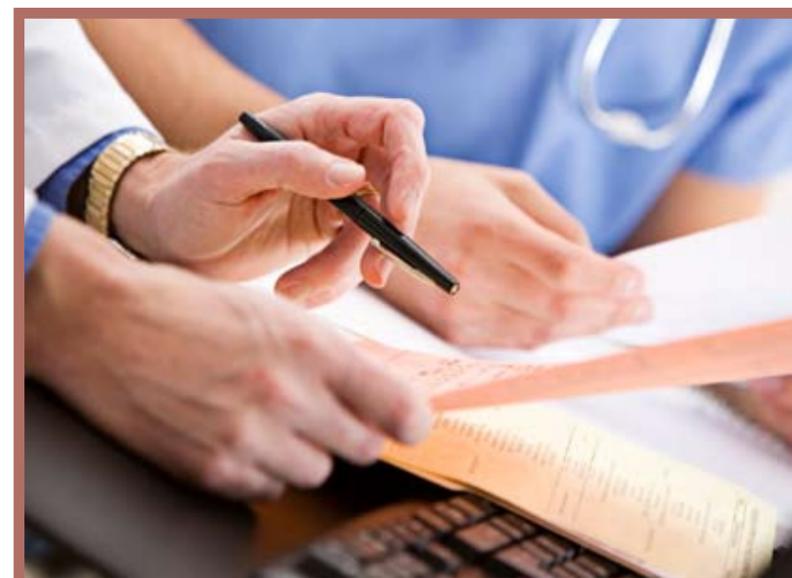
Ideally, health coaches help consumers identify healthy lifestyle choices, help them plot their course to better health, and provide the support and resources to see change through. True health coaches are professionals trained in health promotion, behavioral change, and self-efficacy support. An effective health coach should not only be able to educate clients about healthy lifestyles, but should also be well-grounded in both conventional and complementary therapies, actively practicing a holistic vision of health integration.



As the field of health coaching continues to grow and evolve, its role is not always consistently defined. While some individuals are employed solely as health coaches and utilize that title, others incorporate health coaching into their careers as nurse practitioners, physicians, psychologists, or counselors. If you are searching for your own health coach, consider the Center for Spirituality & Healing at the University of Minnesota for information about philosophy, background, and qualifications first (see sidebar).

*To better understand your own health, visit the Center's Taking Charge of Your Health Web site, [www.takingcharge.csh.umn.edu](http://www.takingcharge.csh.umn.edu) and click on "Create a Healthy Lifestyle." It will be the first step to a healthier you in 2008.*

*A friend tells Randy about Lisa, a local practitioner who can help him start a new diet and exercise program, and suggest some techniques for addressing deeper emotional issues, to support better overall health. Lisa is trained as a health coach. Although not sure it will make a difference in his health, Randy plans to discuss some of his emotional challenges with Lisa, planning to meet with her weekly to explore ways to find health and happiness despite, or because of, his midlife challenges.*



## faces of wellness

**Claire M. Stuckey, MA, LPC – library manager, Law Library**

After almost 33 years with the University Law Library, I find myself in transition as I approach retirement. I had received my masters in psychotherapy and always wanted to find a way to integrate my personal belief in holistic health with my private practice. Last year I was among the first graduating class from the Center for Spirituality & Healing's health coaching track. I now incorporate my health coaching expertise into work with patients and my volunteer work at Pillsbury House Integrated Clinic—not telling them what to do, but sharing information and creating strategies that might benefit their overall health and well-being.

## Becoming a Health Coach

The Center for Spirituality & Healing offers a new post-baccalaureate certificate in complementary therapies and healing practices, which is designed for health workers seeking professional development in complementary and alternative medicine without an additional graduate degree.

The health coaching track within the certificate program provides additional training in the coaching process, the therapeutic alliance, and interdisciplinary communication critical to successful coaching. It requires prerequisites and specialty education not covered in the post-baccalaureate certificate. An 18-credit program, it requires a minimum of four semesters of course work culminating in a professional internship experience.

*For more information about the program, visit [www.csh.umn.edu](http://www.csh.umn.edu) and click on "Educational Programs (Health Coaching)", or contact Carla Mantel at [cmantel@umn.edu](mailto:cmantel@umn.edu) or 612.624.5166.*

recognize emotions and feelings in oneself and others

# Preserving Emotional Well-Being

*John L. Romano – educational psychology professor, Counseling and Student Personnel Psychology Program*

Prevention. To many people, the word conjures up behaviors related to maintaining and improving physical health, such as exercising regularly, managing blood pressure, or making wise nutrition choices to maintain an appropriate weight—all efforts to prevent disease. However, prevention is also important to maintain healthy emotional well-being. A physical or mental health crisis, such as elevated cholesterol or excessive stress, may motivate a person to make much-needed lifestyle changes to enhance and sustain physical and mental health. However, preventive actions are important to reduce the likelihood that a physical or emotional issue will reach crisis levels.

People may dismiss emotional stress, or try to cope with it in unhealthy ways, such as through self-medication, working harder, or resorting to social isolation. However, stress is a fact of life in our fast-paced lives, and individuals have varying degrees of coping skills to manage or buffer psychological stress. Stress-management should focus on identifying our risk factors and finding effective, personalized prevention methods that do not mask problems or issues. Too often, we do the opposite of what we should do to manage stress such as drink more caffeine, get less sleep, and exercise less. Often we look for quick and easy solutions rather than take stock of what is creating the stressful situation and coming to grips with healthy ways to manage it more effectively.

## Managing Stress

To manage stress and to sustain ourselves emotionally, it is important to heighten our emotional awareness and learn how our thoughts and behav-



## faces of wellness

**Berta Warman – scientist,  
Department of Pediatrics**

The majority of my family lives in Argentina, and it is not easy to keep emotional bonds strong, but I still talk with my parents every Friday. It is very important for me to keep my mind and body active, and thanks to the support of my immediate family, I am able to do the things that I like, such as taking a French class or spending time at the gym. We seek out places and people that give us a sense of belonging. We start to build relationships to fill a void; and friends become family, really. It's what allows us to go on through life.



iors interact with our response to stress. The following are some ways to heighten awareness and begin to more effectively manage stress.

- Learn to identify how your thoughts and behaviors either contribute to your stress or help you manage it better. For instance, after a particularly stressful day, do you tend to ruminate by yourself about all that went wrong, or do you seek support and conversation with someone close to you?
- Be aware of how you react when in a stressful situation. Do you raise your voice or withdraw? What messages do you tell yourself? How do you feel physically?
- Take notice of specific situations, people, or thoughts that “set you off.” Once aware of these, write them down, and be aware of the triggers (or your own internal self-talk). How might you respond in a more effective way to better manage your emotions during these situations and after they are over?
- Become more aware of your physical response to stress. Attend to muscle tightness or shallow breathing, common responses to stress.

## Tools for Emotional Well-being

Finding the right tools to help examine emotions, taking inventory of our relationships, or building our sense of self are important elements in managing stress and developing an overall sense of well-being—a sort of emotional resilience.

The key to emotional resilience is the same as for physical health—the incorporation of healthy practices into your daily life until they become automatic and intrinsic to enhancing your well-being. Basically, try to understand what you are feeling and why; develop more effective coping strategies; believe that you can gain control over your own emotions and emotional reactions; surround yourself with supportive relationships; and have the ability to eventually gain a more healthy perspective from challenges and adversity.

## Minimizing Stress

**Minimize emotional distress with these techniques:**

- **Quiet your mind.** Set aside time each day to slow down your thoughts in a quiet place with few distractions. Breathe deeply, reduce shallow breathing. This time can bring clarity and reduce stress levels.
- **Take a “priorities inventory.”** Examine what is important to you. What gives your life meaning, both at work and away from work? How can you make time for people and activities that give your life the most meaning?
- **Regularly evaluate your choices.** Do your decisions enhance your emotional well-being or distract from it? Are your lifestyle behaviors such as nutrition, physical exercise, and time management enhancing your well-being?
- **Attend to physical reactions.** Tight muscles, shallow breathing, or other physical changes may signal stress overload.
- **Use available resources.** You need not make changes by yourself. Make use of University resources such as the Employee Wellness Program, Recreational Sports, and UCCS to help you get started and to achieve and maintain your goals. Your health provider can also suggest resources to enhance your health and well-being.

commit to regular physical activity, sound food choices and medical self-care

# A Gift to Future Generations

## The Spiritual-Ethical Will

*Rachael Freed – senior fellow, Center for Spirituality & Healing*

### Leaving a Legacy

In the flurry of everyday life, rarely do we have an opportunity to reflect on the legacy we wish to leave. Often it takes the death of someone close to us to set us thinking about what we want to leave behind.

In general, legacies prove we were here: we lived, we mattered, we made a difference. Sometimes we leave tangible legacies like children, artwork, or heirlooms. Other legacies are financial, including endowments or charitable donations. Most legacies, though, are not ones we think enough about. They're found in every tree we've saved by buying recycled paper, every friend we've cheered with our jokes and laughter, and every stranger to whom we've shown kindness.

An individual's contribution to the world, whether large or small, is always significant. But unless you document your unique legacy, one day your stories and values will be lost forever, buried in the dust of history. By putting your values into words, you preserve your legacy and offer a special gift to loved ones: your spiritual-ethical will.

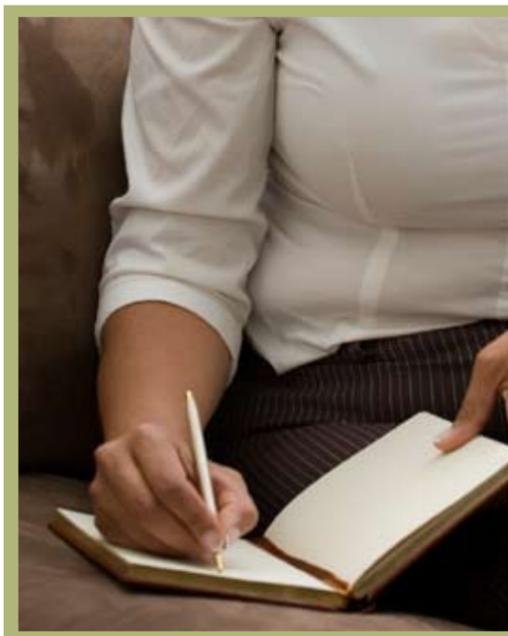
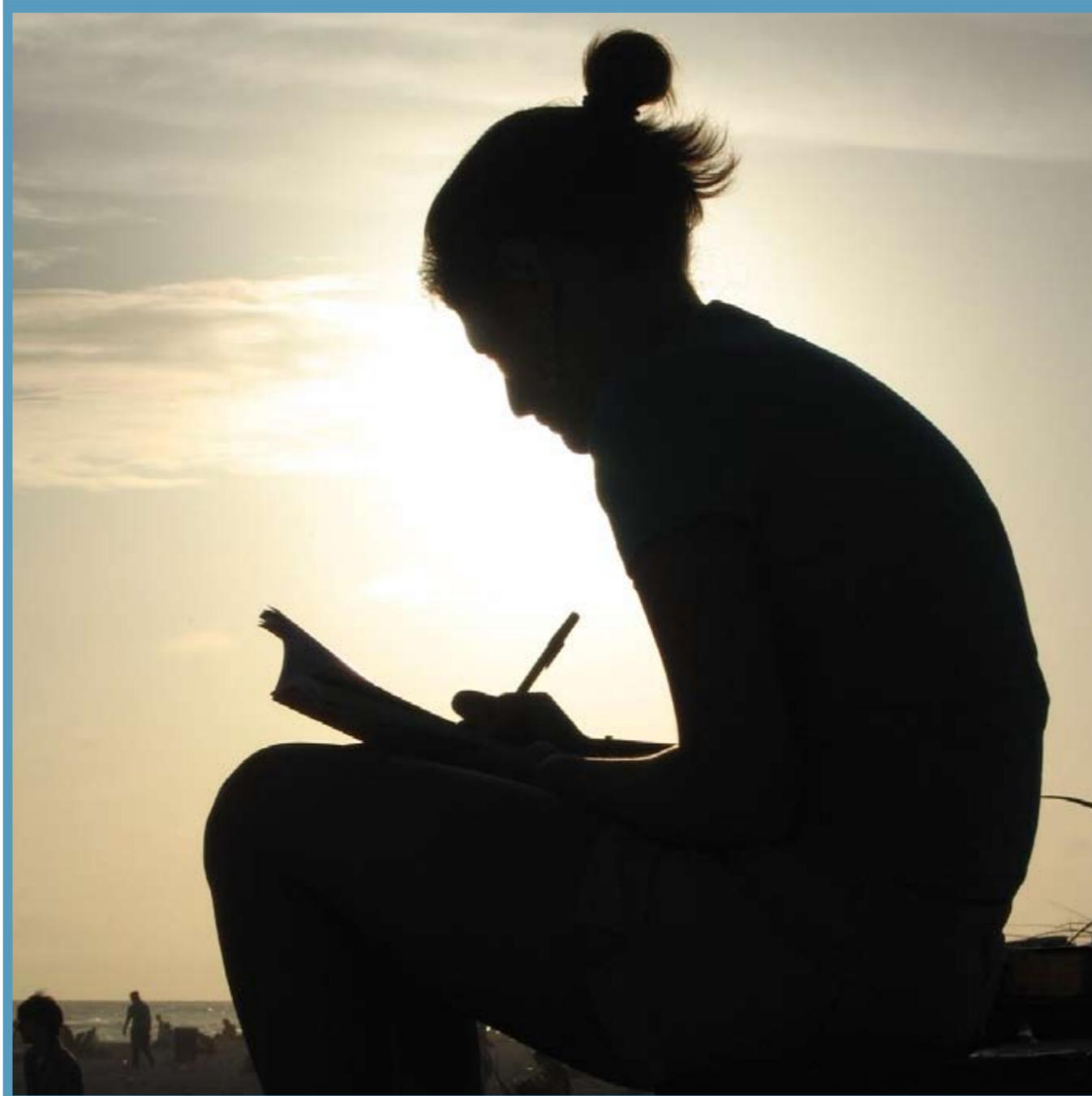
### A Spiritual-Ethical Will

A spiritual-ethical will is not a legal will, which documents how your estate should be distributed after you die. Instead, it is a record of who you are—a gift to loved ones while you're still alive. Your spiritual-ethical will is an opportunity to articulate your values, impart your wisdom, bless your loved ones, and express how you hope to be memorialized after your death. One day your descendants will hold this document in their hands and know who you were, how you lived, and what you contributed to the world. This may be the most important writing you will ever do.

Legacy writing differs from autobiography, memoir, life review, and genealogy not so much in content, but in intent. We write our spiritual-ethical wills to preserve our personal, familial, and communal histories. We write them to express who we are and what we value, to mark our place in the world, to be witnessed by others, to build community, to be remembered. We write to bless those who come after us with our love and wisdom.

### Taking the Plunge

The University's Center for Spirituality & Healing offers one-day introductory legacy writing workshops for women. There, participants reclaim their voices, articulate their values, and learn to create their spiritual-ethical wills. While participants in the workshops—who have ranged from seniors and new



mothers, to home-makers and professionals, to incarcerated and abused women—may initially believe they cannot write, and many doubt they have anything significant to express, they soon find peace and acceptance of their lives through legacy writing. They also learn to embrace their role—the role of many women today—as the storytellers, the vessels of memory, those who gather, build, and sustain our communities. Regardless of religious beliefs, spiritual-ethical wills are a powerful tool for unleashing our voice, power, and purpose, and sustaining our legacy. And by recording personal values and family stories, we ultimately strengthen the fabric of civilization.

*For more information about upcoming Legacy Writing Workshops for Women, visit [www.csh.umn.edu](http://www.csh.umn.edu) or call 612.626.2395.*



## faces of wellness

**Janet Hagberg – lecturer and adviser, Master of Liberal Studies Program**

For me, wellness is the capacity for resilience in body, mind, and spirit. My spiritual practice defines my day. For instance, I start and end my day with quiet and prayer, and take a break at mid-day to get back to a grounded place, often reflecting on the grace in my life. Working in domestic abuse, with refugees who've been tortured, with women in prison and with the homeless—these are all arenas in which you burn out easily if you don't have a deeper well from which to drink. I could never find the courage or hope to do the work I do without my connection with the Holy. It feeds my soul.

## Legacy Love Letters

Love letters are tangible, can be read and reread, and allow loved ones to feel deeply nurtured. Rachael Freed suggests five steps for creating "Legacy Love Letters":

1. First, free-write daily for approximately 15 minutes about love as you understand and experience it internally and in the world around you—for as many days as you have something to write about.
2. Make a list of people and things you love.
3. Write to someone you listed, expressing love with recognition, appreciation, caring, validation.
4. Write in your journal for five minutes about the experience.
5. Mail or give your legacy love letter to the intended recipient at an appropriate time.

explore meaning and purpose in human existence

# Laying Out the Welcome Mat

## Improving Employee Retention and Satisfaction

Stacy Doepner-Hove – manager, New Employee Orientation

When you stay with a friend as a houseguest, how are you welcomed? First, your friend shows you around the house, pointing out where supplies like towels may be found, and then shows you to the room in which you will be sleeping. There, your host gives you time to unpack, hang up your clothes and get settled. Then you are led to a comfortable chair and offered refreshments and conversation. “Make yourself at home,” your friend says sincerely.

Starting a new job, no matter how much you may have wanted it, can sometimes make you feel as much out of your element as a barely tolerated new tenant, let alone a welcomed house guest. It is stressful having new surroundings, new coworkers, a new boss, new everything. At the beginning, you aren’t clear on what or where your resources are or what the culture of your office is. Where are office supplies kept? Does the boss prefer an e-mail or a head in the door?

Numerous national studies show that new employees who receive in-depth orientation are more committed to their jobs and that turnover is significantly reduced. Their satisfaction levels rise and they feel more comfortable in their jobs. And job satisfaction has obvious implications for higher performance on an individual and institutional level: more productive and less stressed-out employees and supervisors, and millions of dollars saved by the institution in recruiting, hiring, and training costs.



### faces of wellness

julius erolin – organizational effectiveness consultant, Office of Human Resources

Balancing professional demands and family life is a constant challenge. While I often bring work home, I prioritize family and personal time, and treat some activities as sacred in order to make them actually happen. I play basketball, bike and practice tai chi fairly regularly. I also use brief moments like washing dishes and walking between meetings as “meditation moments.” I have come to realize that well-being is not so much about achieving results or concrete outcomes, but rather a journey, focusing on the efforts and steps I take toward well-being.



In the past, new employee orientation at many organizations, including the University, might have consisted of one or two sessions. But now organizations recognize the importance of “onboarding,” longer-term programs that educate new employees more deeply about the overall goals of their unit, the organization, and their role within them.

Research has shown that two other key aspects of onboarding are mentoring and supervisory guidance. A well-supported mentoring program demonstrates future leadership opportunities to the new employee and gives them a sense of immediate connection. It is also a great way to reward current employees who demonstrate leadership skills and job excellence with professional development opportunities, which can in turn sustain their long-term commitment to the organization.

And according to those studies, an employee’s supervisor plays the most significant role in that employee’s performance, engagement, and morale; so onboarding becomes even more effective when supervisors receive sufficient training, guidance, and logistical support for their part in the process.

At the University, a recent New Employee Orientation (NEO) was redesigned based on a task force recommendation during the University’s strategic reorganization process in 2004-2005. Using research showing the greater effectiveness of onboarding programs, the Office of Human Resources’ NEO was morphed into a year-long program with three main events and several training sessions for all new employees, regardless of classification. Training is not based on distinct job descriptions, though special sessions are designed to address specific needs of different employee groups.

Like onboarding programs at many other businesses and universities, the NEO aims to make every new employee feel as though he or she is “at home”: knowing something of the history and leadership of this big institution; understanding how different roles fit into the University’s overall goals; and getting some help on how to find everything needed to do the job well. In the end, the sooner new employees are welcomed into the fabric of an organization, the tighter and longer the bond becomes.

### The “New” New Employee Orientation

The New Employee Orientation (NEO) recently became a year-long program with an opening session in the first month that emphasizes University history, leadership, and how each of us can contribute to the University’s goals and vision. Subsequent session-topics include the University’s culture of diversity, and another on how to become even more engaged at the University.

The program strives to:

- increase employee retention;
- value continued productivity;
- inspire connections and engagement;
- gain respect for management and the institution; and
- instill pride in the institution.

In the coming months the Office of Human Resources will be working with all University units to integrate any department-specific orientations into the overall NEO program. This will be the second phase of NEO development and is planned for fall 2009.

For more information on the “new” New Employee Orientation, visit [www.umn.edu/ohr/newemployee](http://www.umn.edu/ohr/newemployee)

finding personal satisfaction and enrichment through work

# Minnesota 2050: Collaborating Now for a Sustainable Future

*Kris Johnson – program coordinator, Eco-Science and Sustainability Initiative; Brian Stenquist – facilitator, Meeting Challenges, Inc.*

The giant blades of the windmills are stationary in the still summer air, waiting for a stiff breeze to set them in motion. Even at a distance, these machines are awesome to behold: skyscrapers piercing the intense blue above the western Minnesota prairie plains, triple blades reaching out a hundred feet in each direction. They create megawatts of carbon-free electricity and are evocative symbols of sustainability.

But they are tools, nothing more. They are merely the manifestation of the hopes and fears of a society awakening to the weight of its footprint upon this earth. A renewable resource more powerful even than the wind is the energy of engaged people committed to their world and their communities.

The simple notion that sustainability begins with an active and engaged citizenry has inspired a unique collaborative effort among University researchers and communities known as Minnesota 2050: Pathways to a Sustainable Future. The project convenes workshops across Minnesota to grapple with current sustainability challenges and contemplate the future of our state.

Minnesota 2050 is based on the idea that the future is too complex to accurately predict and too vast to adequately control. For example, if asked in 1908 to predict 1958, it's unlikely to have imagined two World Wars, the emergence of multiple new nation states, and the development of radios, televisions, and computers.

Any forecast of 2050 would be inaccurate as well, and efforts to design and create a desired future would inevitably miss the mark. Being prepared for the future is less about prediction or creation and more about adaptation and how resilient you will be to whatever future may come to pass. It is also about taking actions today that nurture adaptability and forward thinking.

And so Minnesota 2050 works to help citizens pursue individual, social, and environmental sustainability in whatever future arises. It encourages participants to see the complexity of the social and natural systems around them. Participants practice adapting to a range of imagined futures and learn to identify present policies and practices that would be sound in any plausible future; for example working to make lakes and rivers healthier in 2008 will make it more likely our descendants in 2050 can enjoy sustainable, clean water regardless of what the future holds.



The message of Minnesota 2050? Sustainability is not really just about windmills. It's about people. It's about nurturing our collective common sense to live within our means. It's about individuals appreciating their connection to each other and the natural systems upon which we all depend. Once we have a shared sense of our deep responsibility to the planet, to others and to ourselves, now and in the future, windmills and sustainability are sure to follow.

Being prepared for the future is  
less about prediction or creation  
and more about adaptation and  
**how resilient  
you will be...**



## faces of wellness

**Kris Johnson – program coordinator,  
Eco-Science and Sustainability Initiative**

Seeking balance lets me live closer to my core values. There have to be sacrifices, so, especially with a family, we make choices: we shop co-ops and CSAs; we live close to where we work; we try to fly less. We try to shape the values of our children by composting and having a small vegetable garden. When health is a priority—how we eat, going outside, being active, making the best environmentally-minded choices we can—it creates balance that sustains me and my family.

## The New University Sustainability Studies Minor

A great challenge of the 21<sup>st</sup> Century is to concurrently sustain the environment and human health and well-being; and to do so without compromising the ability of future generations to meet their own needs.

The Sustainability Studies minor offers University undergraduate students from all disciplines the opportunity to explore and address these challenging sustainability issues. Participants learn about the social, cultural, and economic context of environmental problems; and how values, technologies, and policies shape the world around us. This first-of-its kind program prepares today's students to become the leaders, scientists, and citizens who will create a more sustainable future.

For a detailed list of program requirements and elective courses, visit [www.sustainability.umn.edu/minor](http://www.sustainability.umn.edu/minor) or email: [sustainU@umn.edu](mailto:sustainU@umn.edu)

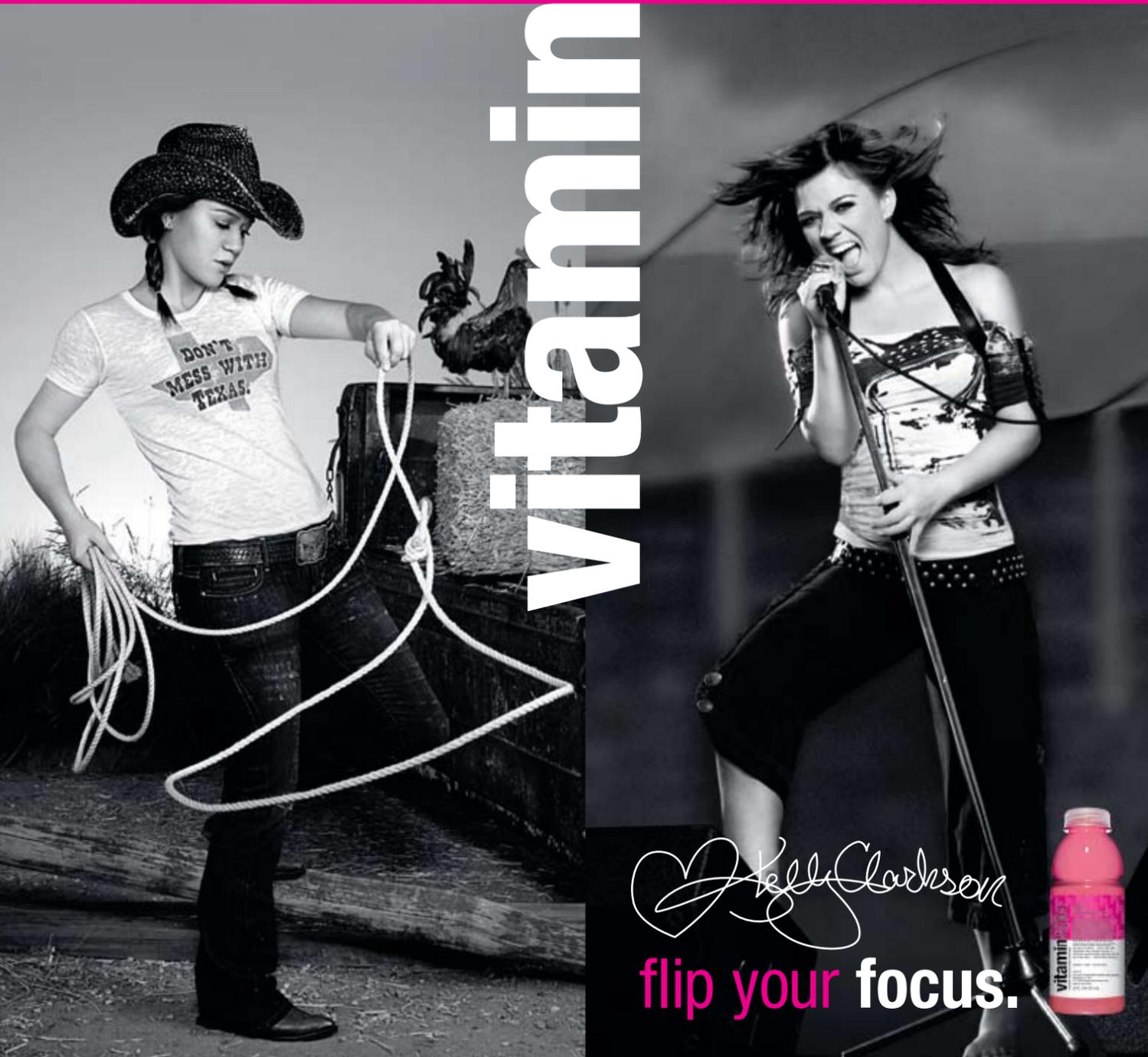
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and interdependence  
with others and nature

from **lonestar**

GLACÉAU  
**water**<sup>®</sup>

...to **superstar**

**vitamin**



*Kelly Clarkson*

**flip your focus.**



## Sustaining the Whole Student

Everyone on Campus Plays a Part

*Bridgett Erickson – MA candidate, Health Journalism;  
School of Journalism and Mass Communication*

College life may seem like a distant memory for many University employees who pursued an undergraduate degree. And as with all memories, some of the challenges they faced as new college students may have been long forgotten. New responsibilities—mortgages, kids (and their college tuition), and aging parents—seem like much more difficult issues than those faced in college. But to the inexperienced young adults who come in as freshman every year, college life can be daunting without the support, guidance, or understanding of everyone on campus.

University staff and faculty are all integral to creating a community that sustains students. From the employees who keep campus tidy and make sure the LCD projector has a working light bulb, to those who research issues and implement policies that encourage healthy behaviors, every person can have an impact on a student's journey.

The time between being a freshman and completing a degree is filled with lessons that transcend book-smarts. There are many firsts to experience: from budgets and meal planning, to joining new groups and meeting roommates. Resiliency, self-awareness, and responsibility are characteristics that help a student master the college experience. These characteristics, along with independence, goal orientation, appreciation of differences, and tolerance of ambiguity are developmental outcomes for students defined by the University of Minnesota's Office of Student Affairs

These traits contribute to a successful—or whole—student. An academic degree does not mark the end of a student's success as a learner or as a citizen. The University experience is designed to produce students who are not only intellectually mature enough to sustain lifelong success, but emotionally and socially mature as well. In essence, a degree means a student knows how to manage time, stay healthy, connect with others, *and* that the student has completed the course requirements in a given field.

### **Research Supports the Whole Student**

When it comes to calculating student success, University of Minnesota staff and faculty do not rely simply on a percentage of degrees granted. Successful programming is rooted in understanding what makes a student tick.

Katherine Lust, director of research and surveillance at Boynton Health Services, has been involved in the College Student Health Survey since 2002. This survey, which has been conducted since 1995, is a review of the physical, mental, and financial health of students. It provides a snapshot of how stressors can hamper a student's studies.

*continued on page 26*

“There is an absolute link between student health—emotional, social, physical, or mental—and academic performance,” Lust says. “If you’re not feeling well you won’t do your best. It’s a very complex world these days.”

The University plays a pivotal role in helping students navigate the complexities that accompany college life. The Boynton survey evaluates and reports what issues are most trying for students. The information is then thoughtfully applied to create programs and policies that support student success.

When the survey revealed an increase in student credit card debt, a new policy was implemented to help students make better financial choices. Now, students cannot pay tuition with a credit card. The same policy prohibits credit card companies from soliciting new accounts on campus.

This policy is specific to reducing financial stressors. The data also prompted changes to tobacco and health insurance policies on campus. “The best decisions come out of understanding the current situation,” Lust says. “Collecting data allows us to understand students and help.” Employees who use this data to design programs and services are part of the solution to creating a whole student.

#### Whole Students Understand Their Relationship to the Community

Lust’s research indicates that a student will have a better chance of remaining healthy in body and mind if the University community is supportive of a healthy lifestyle. A student registered full-time for classes is essentially taking on a 40-hour a week job. That job accounts for about one-third of a student’s awake-time available each week. The Boynton data indicated that many students aren’t sleeping enough to feel rested. How a student uses the remaining time is an important factor for sustaining a healthy lifestyle.

In addition to the classroom experience, becoming an active part of a campus community is a way for students to connect with like-minded adults. This involvement can create a sense of belonging. From groups designed around health and wellness like the Art of Living Club, to environmental clubs like EcoWatch, students have many choices for finding community. Healthy engagement in these communities and affinity groups for students is an area of expertise for Rebecca Ropers-Huilman, professor in Educational Policy and Administration.

According to Ropers-Huilman, some students may not understand their roles in the community when they arrive on campus. With a long list of groups in which a student can belong, a top concern for optimal student well-being is assuring that the groups chosen offer the individual an opportunity for growth.

“College is a time to align identity with others,” Ropers-Huilman says. These groups can reaffirm who the student already is or they can open new doors. She says such communities and affinity groups are important for students’ lifelong success as responsible members of society.

As soon as students first step onto campus, the University begins to lay the foundation for a successful transition into the community. Next year’s new student orientation is the first to include an event for reducing stress. The event will connect new students to campus groups, such as Recreational Sports, that are healthy, stress-relieving resources. This is one example of how the University can work toward sustaining the whole student.

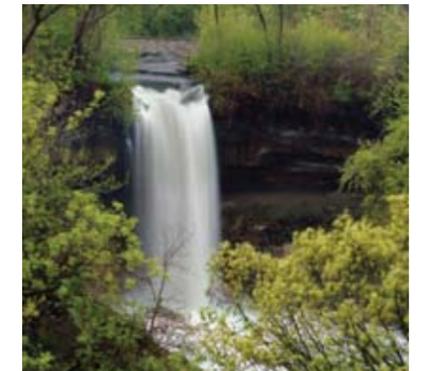
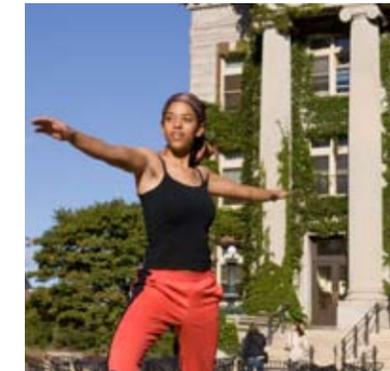
The college experience lays the groundwork for lifelong independence. Many students no longer have daily face-time with the trusted adults who shaped them from birth through high school. Each year the University community begins to guide nearly 6,000 freshman through the transition from new college student to successful adult. It is here that students begin to figure out their role in the real world, and each member of the University community—be it a professor, administrator, or a manager of student workers—has a part to play in sustaining students and providing them with the tools for success on their journey to becoming a whole person.

# wellnessworks

UNIVERSITY OF MINNESOTA

## Thank you for reading Wellness Works!

We hope it has helped bring you closer to a better understanding of your personal wellness and the resources available at the University. In our second volume, we’ve implemented several changes to address feedback from our readers. Our team is dedicated to continually improving the content and design of the magazine, so please take a moment on the next page to share your opinions. We are always interested in the thoughts of our readers.



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# Spring 2008 Wellness Works Reader Survey

Please take a moment to provide your feedback regarding the spring 2008 issue of *Wellness Works*. Your suggestions are valuable not only to the editorial board, but also to our advertisers who fully fund each issue of *Wellness Works*.

Please indicate your level of agreement with the following statements.

	Strongly Disagree			Strongly Agree		
	1	2	3	4	5	
I would like to see an online supplement to <i>Wellness Works</i> .						
I am more apt to read a hard copy of <i>Wellness Works</i> than I am to read it online.						
I enjoy reading articles that provide information about how the University is integrating the six dimensions of wellness into regular programming.						
I enjoy reading articles that provide me with action steps for improving or maintaining my personal wellness.						

Please rank the following article types in order of personal interest, with 1 being the most interesting and 6 being the least.

- |   |   |
|---|---|
| <input type="checkbox"/> Feature articles (pp. 7 and 25 in this issue)                      | <input type="checkbox"/> Fitness tips and techniques (p. 32 in this issue)                        |
| <input type="checkbox"/> Tips based on the theme of the current issue (p. 35 in this issue) | <input type="checkbox"/> Articles based on the 6 dimensions of wellness (pp. 12-23 in this issue) |
| <input type="checkbox"/> Campus Wellness in Action (p. 10 in this issue)                    | <input type="checkbox"/> In the Works Research (p. 30 in this issue)                              |

Have you shared information contained within this issue of *Wellness Works* with a colleague, friend, or family member? Y or N

Please suggest article topics you would like to see in future editions of *Wellness Works*.

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Please offer any additional feedback specific to *Wellness Works*.

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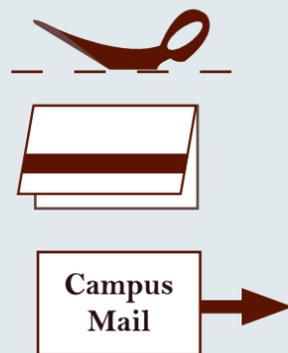
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| <input type="checkbox"/> Faculty                       | <input type="checkbox"/> Undergrad Student | <input type="checkbox"/> Affiliate    |
| <input type="checkbox"/> P&A Staff                     | <input type="checkbox"/> Graduate Student  | <input type="checkbox"/> Other, _____ |
| <input type="checkbox"/> Civil Service/Bargaining Unit | <input type="checkbox"/> Alumni            |                                       |



**Instructions:**  
Cut out on the dotted line, fold in half, and place in campus mail. If not using campus mail, place in envelope and mail to address provided on reverse.



# healthyMATTERS

Discover, Connect, Live

**Eating a rainbow of fresh fruits and vegetables is a great way to ensure that you are consuming a variety of vitamins, minerals and micronutrients.**

**Some examples of different colors of foods you can try:**  
Red: Foods such as tomatoes, watermelons and pink grapefruit contain lycopene, a powerful antioxidant. Antioxidants are compounds that prevent unwanted chemical reactions in the body.

Orange: Carrots, sweet potatoes and oranges contain beta carotene which can be converted into the active form of vitamin A in the body.

Yellow: Bananas contain potassium and dried apricots are high in iron. Both of these nutrients are imperative for daily body functioning.

Blue: Blueberries, blue potatoes, grapes and rosemary are all examples of foods high in vitamins C and E, which are both powerful antioxidants.

Green: Dark green foods such as spinach and broccoli are high in iron and calcium, as well as with vitamins A and C.

Violet: Eggplant and red cabbages are high in dietary fiber, vitamin C and vitamins B1 and B6.

Remember that whole foods that contain nutrients provide better nutrition than supplements. Also, there are natural substances in fruits and vegetables that cannot be put in pill form. For more information or ideas on types of fruits and vegetables to try, visit the websites below.

Further nutrition questions can be directed to: Christine Twait, the Boynton Health Service Dietitian at [ctwait@bhs.umn.edu](mailto:ctwait@bhs.umn.edu).

**RESOURCES:**

- American Dietetic Association: [www.eatright.org/cps/rde/xchg/ada/hs.xsl/home\\_15404\\_ENU\\_HTML.htm](http://www.eatright.org/cps/rde/xchg/ada/hs.xsl/home_15404_ENU_HTML.htm)
- Center for Disease Control and Prevention: [www.fruitsandveggiesmatter.gov](http://www.fruitsandveggiesmatter.gov)
- United States Department of Agriculture: [www.MyPyramid.gov](http://www.MyPyramid.gov)

# GREENS TO GO

Your Fresh & Healthy Salad Destination

Eating right has never tasted so good! Stop by **GREENS TO GO**, in Coffman Union's Minnesota Marketplace, for fresh and healthy salads, made just for you. Customize your own salad, or try one of the weekly specials including: Hawaiian, Italian, Asian, Caribbean, and more!

REDEEM THIS COUPON FOR **\$1 OFF** YOUR NEXT GREENS TO GO SALAD.

Offer expires 4/30/08



## Family Dinners Help Sustain Adolescent Health

## Design for Health

*Diana Harvey – assistant dean, School of Public Health*

*Carissa Schively Slotterback – assistant professor, Humphrey Institute of Public Affairs; Ann Forsyth – professor, Department of City and Regional Planning, Cornell University; Kevin J. Krizek – associate professor, Department of Planning and Design, University of Colorado*

A family meal like those on the old television show, “Leave it to Beaver,” where June Cleaver brings out a pot roast for dinner with Ward, Wally and the Beav, is for most of us either a distant memory or a fairy tale. But research from the School of Public Health (SPH) suggests that when families sit down together for meals, it can have real impact on the health of adolescents.



Project Eating Among Teens (Project EAT), a five-year study of more than 2,500 adolescents at 31 Minnesota schools, is led by SPH Professor Dianne Neumark-Sztainer. With Project EAT, Neumark-Sztainer and her colleagues sought to understand the socio-environmental, personal, and behavioral factors associated with diet and weight-related behaviors during adolescence.

Location, location, location. It’s the old adage about what makes real estate sell, but researchers have also discovered that location can also affect our health.

Researchers from the University of Minnesota’s Humphrey Institute of Public Affairs, Cornell University, and the University of Colorado have teamed up to examine existing health and urban planning research to help communities across the state of Minnesota assess, plan, and create healthier “built” environments that can improve the health of residents.

The researchers found that the frequency of family meals during adolescence predicted higher intakes of fruit, vegetables, and key nutrients, as well as lower intakes of soft drinks during young adulthood. Among teen girls, those who ate five or more meals with their families each week were significantly less likely to report using extreme measures—including binge eating and self-induced vomiting—to control their weight.

With funding from Blue Cross and Blue Shield of Minnesota, the researchers, titling their project “Design for Health,” focus on a wide range of health issues related to built environments, from physical activity and safety, to food access and air and water quality.

For example, relying on existing research, they uncover correlations between respiratory diseases and distance to major roads. The team provides communities with guidelines for planning the location of residential areas, schools, day care facilities, and playgrounds. They also provide sample plan and policy language that communities can use to minimize future exposure to, and impact from, air pollution.

Neumark-Sztainer encourages families to set realistic goals for sitting down to dinner together, given the schedules of adolescents and their parents; explore ways to enhance the atmosphere at family meals with adolescents; and discuss strategies for creating healthful and easy-to-prepare family meals.

The Design for Health researchers are also helping communities evaluate existing local parks and trail access using research showing the health benefits of nearby outdoor spaces.

“The findings from this study clearly show that family meals are associated with a number of positive health and behavioral outcomes among teens,” says Neumark-Sztainer.

Additionally, the team developed a suite of tailored health impact assessment (HIA) tools communities can use for local plans and projects. Thus far, communities have used the HIA tools to evaluate a proposed trail corridor and a citywide comprehensive plan. The research team will not only review the HIA processes, but also how well local plans use health information, thereby gathering best practices models other communities can use in planning and policy development for health efforts.

For more information about Project EAT and detailed results, visit [www.epi.umn.edu/research/eat](http://www.epi.umn.edu/research/eat) or email [projecteat@epi.umn.edu](mailto:projecteat@epi.umn.edu)

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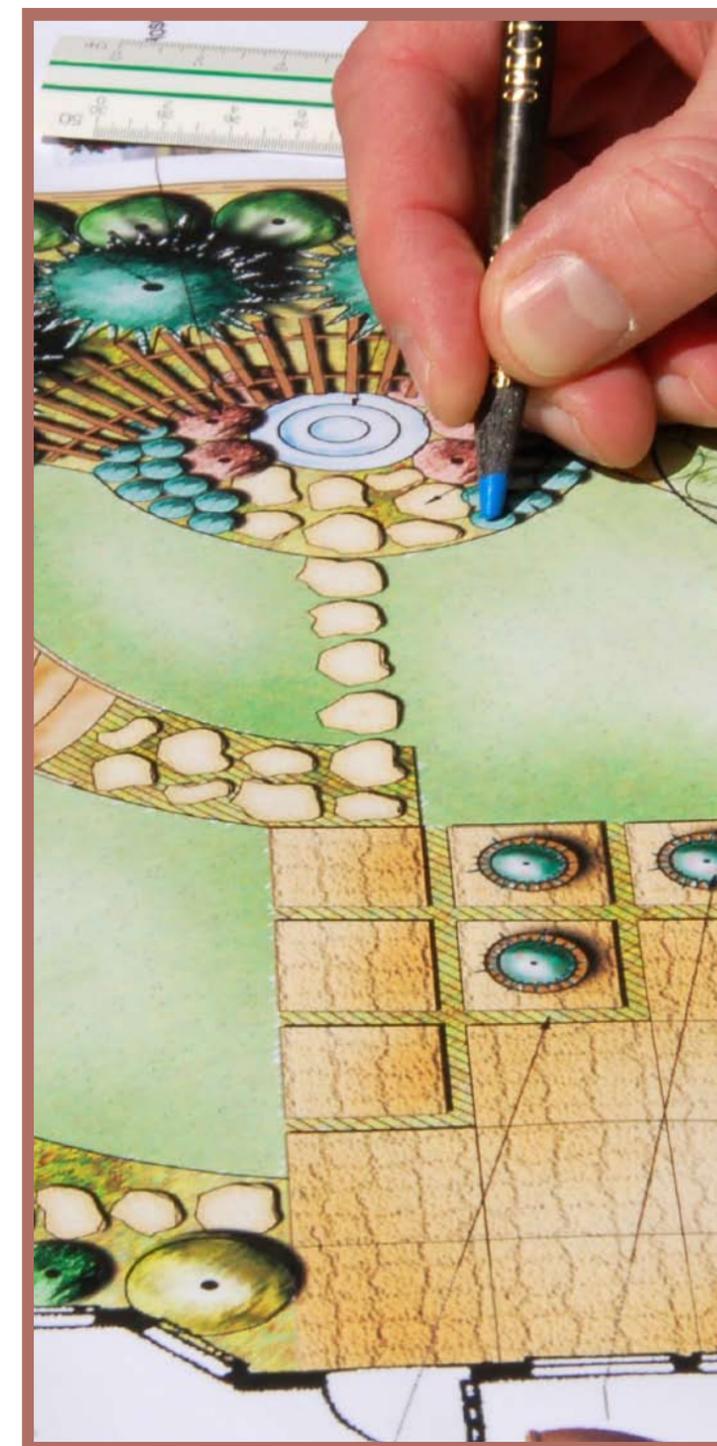
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- Saturday: 9am-5pm
- Sunday: 12pm-6pm

Questions? Call Us!  
(612) 625-9611



# Work Station Fitness

## Stretching Out Stress

Annette Biggs – fitness director, Department of Recreational Sports

If you spend most of your workday in front of a computer screen, consider stretching right at your desk—no fitness center or equipment necessary. Stretching these six muscle groups of the upper and lower body 3-4 times a day for 5-10 minutes at a time will not only relieve stress, but will also re-energize you so you can continue the tasks at hand.

Stretching should never cause pain or be painful to perform. Consult a physician prior to starting any exercise program.

### Exercise #3

#### Stretch Focus: Shoulders

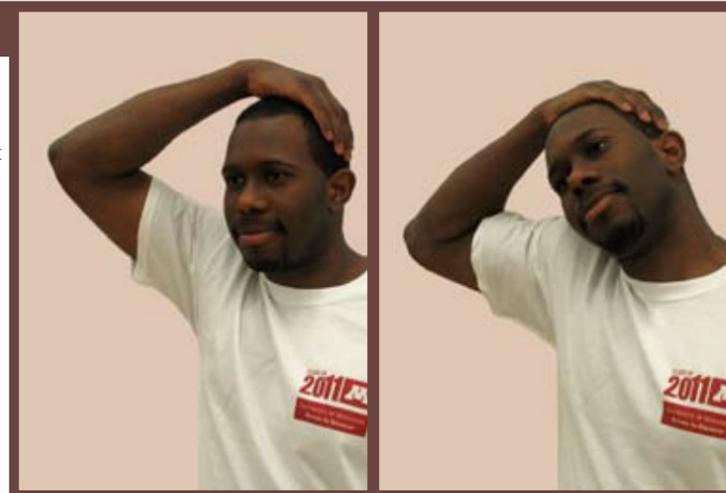
1. Stand upright with feet shoulder-width apart
2. Cross your right arm over your chest, holding your right wrist with your left hand
3. Pull with your left hand so your right arm moves closer to your chest
4. Hold the position when you feel a tightening in your shoulder
5. Perform this stretch twice on each side, holding each stretch 6-8 seconds



### Exercise #1

#### Stretch Focus: Neck

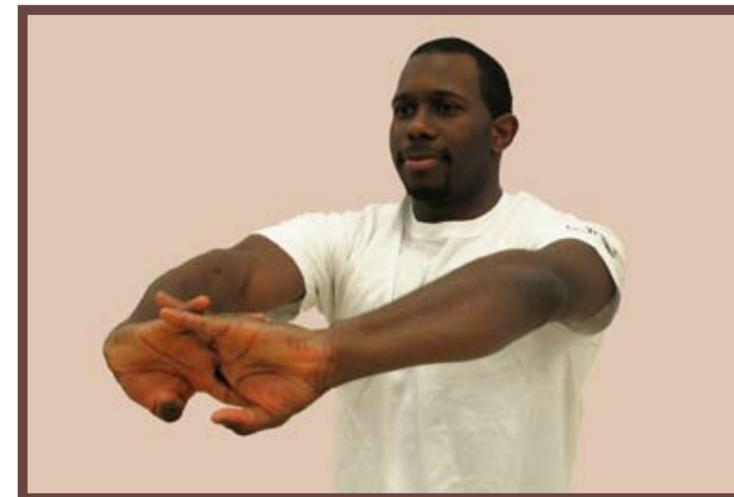
1. Stand upright with feet shoulder-width apart
2. Move your right hand over your head, touching your left ear with your fingertips
3. Slowly and with a controlled motion, allow your neck to move downward, as if you want to place your right ear on your shoulder
4. Hold the position when you feel a tightening of the neck muscle
5. Perform this stretch twice on each side, holding each stretch 6-8 seconds



### Exercise #4

#### Stretch Focus: Quadriceps

1. Stand upright and hold onto your chair for balance
2. Lift your right foot off the floor and place your right hand on the bridge of your right foot
3. Pull your right heel toward your buttocks, aligning the knee joints
4. Hold the position when you feel a tightening in your right quadriceps
5. Perform this stretch twice on each side, holding each stretch 6-8 seconds



### Exercise #2

#### Stretch Focus: Back

1. Stand upright with feet shoulder-width apart
2. Intertwine your fingers, facing your palms outward while pushing your hands away from your body
3. Position your hands slightly below the shoulder joint
4. Hold the position when you feel a tightening of the shoulders
5. Perform this stretch twice, holding each stretch 6-8 seconds

### Exercise #5

#### Stretch Focus: Hamstrings

1. Stand heel-to-toe with your right toe flexing toward the ceiling
2. Slowly bend at the hip, moving forward toward your right ankle
3. Keep the left knee slightly bent as you move toward your ankle
4. Hold the position when you feel a tightening in your right hamstrings
5. Perform this stretch twice on each side, holding each stretch 6-8 seconds



continued on page 34

10 Tips for Sustaining Your Well-Being

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Cut Here

Engage those around you in conversations about sustainability and the impact that community involvement can have on our future. After all, dialogue is the best way to get a grassroots movement going.

Consider an assessment of your values, your interests, and your passions—do they match your career path? Perhaps it's time to take inventory. Take a look at the latest version of the classic, *What Color is Your Parachute?* by Richard Nelson Bolles.

Commit to lifelong learning. Make a list of things you've always wanted to do or learn about and look into lectures, adult education, and activity groups at the University of Minnesota, your local community center, community college, or centers of learning.

Journal about your thoughts and life experiences. Not only is this a cathartic way to reflect and recharge, reminding you that you are doing your best to live your best life, but it preserves your memories and life story as a lasting legacy for loved ones. If you are looking for something more formal, try writing a legacy letter or even a memoir.

Drink 8 glasses a day—in a glass. More than 60 million plastic bottles end up in landfills and incinerators every day—a total of about 22 billion last year. Re-fill your glass to prevent adding to the plastic water bottle mountain.  
[www.container-recycling.org/mediafold/newsarticles/plastic/2006/5-WMW-DownDrain.htm](http://www.container-recycling.org/mediafold/newsarticles/plastic/2006/5-WMW-DownDrain.htm)

Take 10. Give yourself ten minutes a day to quiet your mind. Sit quietly, slow your thoughts, and turn your attention to one thing—breathing, quiet music, gazing out a window. Even ten minutes can bring emotional calm, and a bit of clarity in your day. You deserve it.

Increase your personal job satisfaction by participating in professional development opportunities, such as webinars, conferences, or even a mentor program. Not only will it stimulate your mind, but may open doors to career advancement ideas and options in new and exciting directions.

Take a class with a parent. You both gain knowledge, and build and sustain a valuable primary relationship.

Grab your travel cup or coffee mug for your morning brew. When you purchase one cup of coffee (or tea) in a disposable container every day, you create about 23 pounds of waste each year. [www.wisebread.com/the-coffee-cup-revolution-lets-take-a-stand](http://www.wisebread.com/the-coffee-cup-revolution-lets-take-a-stand)

Do 10. Get active. It doesn't take much time to do '10' of something. Try ten 'squats' in and out of your chair. Walk a flight of steps ten times. Do ten push-ups. Hold ten easy stretches for ten seconds each. Take a ten-minute walk. Extra challenge: do 10, 10 times a day. That's a workout anyone can fit in.

Work Station Fitness, *continued*

Exercise #6

Stretch Focus: Calves

1. Stand upright and hold onto your chair for balance
2. Stand on the tips of your toes, as if you're reaching for something on a shelf above your head
3. Stay on the tips of your toes and hold this position for 2-3 seconds, then return your heels to the floor
4. Perform this stretch twice, holding each stretch 6-8 seconds



*Remember, stretching should never cause pain, or be painful to perform. Consult a physician prior to starting any exercise program.*



DELTA DENTAL OF MINNESOTA

Some dental plans aren't everything they're cracked up to be.

Your dental plan is.

At open enrollment, University of Minnesota employees can select from three affordable dental plan options offered through Delta Dental of Minnesota.

Besides comprehensive coverage for a wide range of dental procedures and great service, you'll enjoy savings thanks to the largest dentist networks in the state.

Turn to the hometown dental benefits expert more Minnesotans trust than any other.

# Wellness Collaborative Resources

Inspired to create a culture of sustainable wellness in your workplace? The members of the Wellness Collaborative are excited to help you on your journey toward wellness. Many of the departments and units listed below are available for in-service presentations or demonstrations, in addition to serving as a resource for wellness-related information on campus.

For more information on the Wellness Collaborative, email [lemlemler@umn.edu](mailto:lemlemler@umn.edu).

## Academic Health Center

Phone: 612.625.4119  
Website: [www.ahc.umn.edu](http://www.ahc.umn.edu)

## Aurora Center for Advocacy and Education

Phone: 612.626.2929  
Email: [aurora.center@umn.edu](mailto:aurora.center@umn.edu)  
Website: [www.umn.edu/aurora](http://www.umn.edu/aurora)

## Boynton Health Service

Phone: 612.625.8400  
Website: [www.bhs.umn.edu](http://www.bhs.umn.edu)

## Campus Club

Phone: 612.625.1442  
Email: [platt@umn.edu](mailto:platt@umn.edu)  
Website: [www.umn.edu/cclub](http://www.umn.edu/cclub)

## Center for Spirituality & Healing

Phone: 612.624.9459  
Email: [dimon007@umn.edu](mailto:dimon007@umn.edu)  
Website: [www.csh.umn.edu](http://www.csh.umn.edu)

## Department of Recreational Sports

Phone: 612.625.6800  
Email: [recsport@umn.edu](mailto:recsport@umn.edu)  
Website: [www.recsports.umn.edu](http://www.recsports.umn.edu)

## Disability Services

Phone: 612.626.2644  
Email: [ds@umn.edu](mailto:ds@umn.edu)  
Website: [www.ds.umn.edu](http://www.ds.umn.edu)

## Employee Wellness Program

Phone: 612.626.WELL (9355)  
Email: [well@umn.edu](mailto:well@umn.edu)  
Website: [www.wellness.umn.edu](http://www.wellness.umn.edu)

## Housing & Residential Life

Phone: 612.624.2994  
Email: [housing@umn.edu](mailto:housing@umn.edu)  
Website: [www.housing.umn.edu](http://www.housing.umn.edu)

## Interfaith Campus Coalition

Website: [www.iccmn.org](http://www.iccmn.org)  
Hillel: The Jewish Student Center  
Phone: 612.379.4026  
Email: [Hillel@umn.edu](mailto:Hillel@umn.edu)  
Website: [www.ujews.com](http://www.ujews.com)

## Office for University Women

Phone: 612.625.9837  
Email: [women@umn.edu](mailto:women@umn.edu)  
Website: [www.umn.edu/women](http://www.umn.edu/women)

## School of Kinesiology

Phone: 612.625.5300  
Email: [kin@umn.edu](mailto:kin@umn.edu)  
Website: [www.education.umn.edu/kin/](http://www.education.umn.edu/kin/)

## University Counseling & Consulting Services

Phone: 612.624.3323  
Website: [www.ucs.umn.edu](http://www.ucs.umn.edu)

## University of Minnesota Physicians

Phone: 612.884.0600  
Email: [tmestad@umphysicians.umn.edu](mailto:tmestad@umphysicians.umn.edu)  
Website: [www.umphysicians.umn.edu](http://www.umphysicians.umn.edu)



**New  
Expanded Hours!**

# Gopher QuickClinic

We asked staff and faculty how we could better serve the University community—and we heard you loud and clear! You want faster, more convenient, more affordable options for health care on campus.

Boynton's response – **Gopher Quick Clinic.**

## Gopher Quick Clinic

Students, staff, and faculty with certain minor illnesses now have the option of coming to Gopher Quick Clinic to see a board-certified practitioner trained to diagnose, treat, and write prescriptions. No appointment necessary. Visits last approximately 10 minutes. Gopher Quick Clinic services are available at no additional cost for most students after the bill has been processed by their insurance carrier\* and just a \$5 co-pay\*\* for staff and faculty enrolled in any UPlan medical plan option – even if Boynton is not your designated Primary Care Clinic!

## New Expanded Hours!

### Gopher Quick Clinic hours

**Monday through Friday  
9 a.m. – 5 p.m.**

Service is provided on a first-come, first-served basis. Gopher Quick Clinic may reach capacity prior to 5 p.m. depending on demand.

\*Students on the University-sponsored Graduate Assistant Health Benefit Plan incur a \$10 co-pay at the time of visit. For all other students admitted to a degree program who pay the mandatory Student Services Fee and have health insurance from any provider (including the University-sponsored Student Health Benefit Plan), the cost for a Gopher Quick Clinic visit is covered by their insurance and/or the Student Services Fee.

\*\*Dependents of staff and faculty enrolled in a UPlan health plan may also be seen at Gopher Quick Clinic for a \$5 co-pay. The co-pay amount is subject to change yearly depending on the UPlan contract.

## Gopher Quick Clinic services<sup>†</sup>

### Common Illnesses

Bladder Infection  
Bronchitis  
Cough/Cold  
Ear Infection  
Laryngitis  
Mononucleosis  
Respiratory Flu  
(without vomiting or diarrhea)  
Seasonal Allergies  
Sinus Infection  
Strep Throat  
Swimmer's Ear

### Vaccines

Flu Vaccine  
Tetanus Vaccines  
(Td and Tdap)

### Skin Conditions

Athlete's Foot  
Cold Sores  
Impetigo  
Minor Sunburn  
Poison Ivy  
Ringworm  
Warts (three or fewer—  
does not include genital warts)

### Additional Services

Pregnancy Test

<sup>†</sup> Gopher Quick Clinic serves patients 5 years of age and older, with the exception of strep tests and flu vaccines provided to children 1-4 years of age. To discuss other services not on this list, please make an appointment with your primary care provider.



**BOYNTON**  
HEALTH SERVICE

UNIVERSITY OF MINNESOTA

A Department of The Office for Student Affairs.

410 Church Street S.E. • 612.625.8400 • [www.bhs.umn.edu](http://www.bhs.umn.edu)

## Boynton Health Service Hours

8 a.m. – 5 p.m.  
Monday through Friday

**Open Saturdays!** 9 a.m. – 1 p.m.  
Saturday (Urgent Care & Pharmacy)



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**Since 1880**, families and businesses have trusted Securian to fulfill our promises. One of the nation's leading financial services companies, we've been helping U of M faculty and staff plan and invest for retirement for more than 75 years. On the journey to financial security, we're with you every step of the way.

**For more about us, or to schedule your personal retirement plan review, visit [umnplans.securian.com](http://umnplans.securian.com) or call 1-800-421-3334.**



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