programs for students to increase their awareness and dispel myths about the handicapped. This can lead to a mutual understanding and increased interaction between handicapped and non-handicapped students.

Handicapped students themselves can also help to increase awareness in other students. For example, a group of handicapped students at Miami-Dade Community College in Florida developed a workshop for students. During the workshop, students were "disabled" through the use of blindfolds, earplugs, and wheelchairs, and then carried out everyday activities (Fix & Rohrbacher, 1977). This forced participants to confront their feelings about handicaps and become more aware of the needs and concerns of handicapped students.

The administration of college services for the handicapped is a new and growing area. All student services personnel on campus should continue to share their knowledge of the handicapped with faculty, staff, and students. By doing so, they play an important role in providing an opportunity for both handicapped and non-handicapped students to get the most from their college experience.

REFERENCES


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Providing Opportunities for Developing Competence: A Look at the Indiana University Wellness Program

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The Wellness Program at Indiana University is discussed and the relationship between wellness and competence development is examined.

In Education and Identity, Arthur Chickering offered a framework for student growth and development, and described areas within the college environment which affect the student (Widick, Parker & Knefelkamp, 1978). Chickering (1981) proposed that competence, managing emotions, and autonomy are the first three vectors of development for college students. The competence vector consists of three components: intellectual competence, physical and manual competence, and social competence (Chickering, 1981). This paper will describe how the wellness program instituted at Indiana University (IU) provides opportunities for students to develop the three components of the competence vector suggested above.

The Wellness Program

Wellness, more than just the absence of disease, helps people become aware and maximize their capabilities in all aspects of life (Flynn, 1980). The theory of wellness, or wholistic health, holds that the human being is a fully coherent and integrated life support system with built-in mechanisms of balance and control (Pelletier, 1974). In this sense, the mind is regarded not just as a biological switchboard but a center for total management. It is further recognized that the mind must not be bypassed or underestimated in any effort to deal with breakdowns, whether from stress or pathological organisms (Pelletier, 1974).

Wellness theory incorporates six areas of concern: spiritual, intellectual, emotional, occupational, physical, and social. The IU Wellness Program addresses the emotional, social, and physical areas. For other areas, a referral service is provided. Wholistic wellness stresses that students develop a balance between all six areas. If one of the areas is extensively deficient in development, the other areas will suffer. While working on one, the program stresses the importance of the others.

Physical Competence

The physical aspect of the wellness program at IU proved easiest to implement and maintain. Current health status and specific dimensions in which significant improvement is possible must be determined for an individual to begin a personal wellness program. For the student interested in a wellness program, the first step is to complete a lifestyle assessment questionnaire. The questionnaire consists of a wellness inventory, as well as questions dealing with topics of personal growth and emotional needs. Once this is completed and evaluated, the student is ready for a fitness test.
The fitness test provides a detailed analysis of the student's physical health, as well as a plan, or prescription, for improvement. The test checks vital signs such as blood pressure and pulse, and tests the student’s musculo-skeletal and cardio-pulmonary systems. Upon analysis of the results, a prescriptive fitness program is developed for each individual. This program includes a target heart rate, suggested exercises, and a time range within which the student will begin to see and feel improvement. Fitness testing is offered in a lounge or public area during the first few weeks of the fall semester. A recommendation has been made to teach dance exercise and fitness classes in the residence halls. This visibility and convenience helps to draw students into the rest of the components of the wellness program.

Fitness testing addresses the student's physical competence. The continual physical improvement that the wellness program facilitates allows students to develop confidence in their bodies and capabilities.

Social Competence
In order to help students develop stronger social competence, the wellness program offers classes on sexuality and self-image. These classes are designed to increase student self-confidence in social settings. One aspect of college life is that many freshman students begin to explore their sexuality and sexual desires. Therefore, the wellness program has developed a class on sexually transmitted diseases. In the class, these diseases are defined as any infection or disease transmitted as a result of close sexual contact. Visual aids explain the screening procedures and examination techniques. This helps to dispel students' fears about being examined for a sexually transmitted disease. Diseases which are discussed include: genital warts, gonorrhea, syphilis, crabs, scabies, and vaginitis. Special consideration is given to herpes in an attempt to correct misinformation and confusion about these diseases. Individual responsibility for self-examination and treatment is stressed. This class, as well as all others, is open to both sexes.

Contraceptive education classes offer an opportunity to become more aware of the most current methods of birth control. Each method is explained and demonstrated with the use of models. Sample materials are also available for review. The various methods are discussed with regard to effectiveness, benefits, medical risks, cost, potential side effects, and methods of action. This class is for students who wish to select and use a method of birth control or for those who desire more information regarding the various methods currently available.

The wellness program also addresses social competence through a class dealing with body image. Students develop an appreciation for their physical make-up by realizing how they feel about their bodies, as well as by looking at slides that provide various examples of different body shapes and sizes. The importance of helping students develop higher levels of confidence in their own bodies has become evident. Wechsler, Rohman and Soloman (1981) found that the main problems facing freshmen were academic stress, weight control, anxiety, difficulty concentrating, and general depression. In this self-evaluation, students who rated themselves in fair or poor health also rated themselves as having more of these primary problems. Marsella (1981) concluded that students with poor images of their bodies were more apt to become depressed. It is important to note that both studies used a self-evaluation process. A wellness program helps people improve their self-concept, so it is not important how individuals are perceived, but how individuals perceive themselves.

Emotional Competence
In addition to helping students develop greater physical and social competence, the IU Wellness Program addresses emotional competence. The program offers classes on emotionally charged issues that directly affect students. One such class is on rape awareness. This class defines and discusses stranger and acquaintance rape, and the physical, emotional, and sociological implications of rape. Current information is provided and efforts are made to dispel common myths about rape victims and rapists. Techniques for self-protection are also taught. The class emphasizes ways to cope with rape, personally, as well as when a friend or roommate has been the victim.

Stress and stress management is yet another topic that is covered by the IU wellness program. Personal inventories are issued to the participants to measure current life stress levels. The program outlines common methods of coping with stress incurred in college life. Students learn to understand and control stress, helping them to become more emotionally competent.

Conclusion
In recent years, student affairs journals have been inundated with articles stating the importance of implementing developmental theory. However, it is not uncommon for student affairs administrators to question the relevance of implementing developmental theories (Strange, 1980). As Kuh (1981) noted, it is questionable "whether developmental theory-based interventions have substantially altered the orientation and activities of the student affairs profession" (p. 30).

The college campus is an ideal place for wellness programming for various reasons. These include that (a) students are living through a major stress period, (b) many disturbed students fail to respond to traditional modes of programming, (c) higher education seeks to prepare students for life, (d) health problems have been related to lower grade-point averages, (e) wellness programs can be more easily developed on campuses than in other settings, and (f) students tend to be more open than the general public to the wellness approach (Van Ness, 1981). Through the implementation of a wellness program, the issues of competence can be addressed in an intelligent and comprehensive manner. Wholistic health and student development theory agree that students should be treated as whole persons, that students have a primary responsibility for their health care, and that students should optimize health and development (Van Ness, 1981).

Today's students in residence halls can be enriched through a comprehensive wellness program because many are experiencing similar problems in regard to developing competencies. The policy held by many institutions requiring freshmen to live within university housing supports the idea of competency based programming in the residence halls. The residence hall setting can benefit from both educational and environmental programs fostering higher overall wellness for the student body.

The Indiana University Wellness Program attempts to incorporate the tenets of student development theory into an intervention strategy, and through
challenges and supports, provide students the opportunity to evolve to higher levels of competency.

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Assignment of students to rooms in the residence halls is still viewed primarily as a clerical job despite the large amount of recent literature indicating its developmental impact and the increased use of computer assistance in the process (Garb, 1978). Housing officials need to consider the use of specific assignment programs for the manipulation of residential environments. Both satisfaction and thus retention) and the educational development of residents can be promoted through specific assignment programs.

Historically, the residence hall has been a convenient place for students to eat and sleep, with little attempt made to provide education or promote development within its walls. Residents were randomly assigned, with the possible exception of freshmen, who were sometimes assigned to all-freshmen floors or halls. Because of the application of developmental theory to residence halls, residence educators are recognizing the need to promote academic learning and personal development. A growing emphasis on environmental redesign has led some housing officials to experiment in the area of homogeneous grouping (Williams, Reilley, & Zgliczynski, 1980). However, no consensus has evolved as to the validity of these programs in promoting measurable development in residents. It is also the case that little has been done in the area of systematically matching roommates as an intervention for development and satisfaction of residents. This paper reviews recent literature regarding programs of homogeneous groupings and roommate matching as an intervention for development of residents.

Housing arrangements at a residential college have a significant influence on the development of students because of the amount of time spent in the hall. Room assignments can be one of the most important developmental tools the residence educators have at their disposal. Chickering (1979), in describing conditions for development, argued that:

Residence hall arrangements either foster or inhibit development of competence, purpose, integrity, and freeing of interpersonal relationships, depending upon the diversity of backgrounds and attitudes among the residents, the opportunities for significant interchange, the existence of shared intellectual interests, and the degree to which the unit becomes a meaningful culture for its members. (p. 152)