

# Syllabus for HWM 730 Biopsychosocial Aspects of Health

**Important Note:** The course site does not offer a way to compile pages and print them out. The information under the Syllabus heading in your course is all on separate pages. This document provides the syllabus information in one single document, but with one caveat: For the majority of the courses in this program, **all** of the information on those separate pages is repeated in this compiled document. However, lengthy guidelines, detailed rubrics and policies, and other very detailed information are not included in this document. **Please always check the course pages to make sure you have all of the information you need.**

## Instructor Information

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## Course Description

This course examines biological, psychological, and social-environmental aspects of wellness. Taking an applied focus, students will learn current theoretical and evidenced-based approaches in psychology, integrative medicine, and behavioral economics that impact wellness.

## Course Learning Outcomes

At the end of the course, students should be able to:

1. Understand employee well-being through the interaction of biological, psychological, and social factors.
2. Understand the relationship among theory, research, and practice.
3. Select appropriate theories for particular wellness interventions and employee populations.
4. Apply behavioral economic principles to evaluate wellness promotion programs.
5. Connect employee needs satisfaction to health outcomes.
6. Critically examine current industry programs and trends.
7. Identify methods for cultivating employee strengths.

## Course Requirements

### Readings/Viewings:

Readings come from the textbook. Additional resources include articles, the websites of researchers and other reputable institutions and organizations, documentaries, and other videos embedded in the course.

### Participation in Discussions:

Your instructor strives to foster an inclusive, comfortable environment where students are encouraged to participate whether in the form of class discussions, small group activities, or

simply personal engagement with the material. Students bring with them a rich diversity of experiences and perspectives. Sharing your views and ideas in class is encouraged as it often adds to the richness of the learning environment and in some cases may spark thoughtful discussion or debate. Differences of opinion are to be expected, but students must be respectful of their fellow students (and instructor) regardless of how you may view their opinions.

In grading the required discussion assignments, I will use a discussion rubric. This rubric focuses on categories that define and describe the important components of the discussion. Each category contains a gradation of levels of completion or competence with a score assigned to each level and a clear description of what criteria need to be met to attain the score at each level. In addition, please pay attention to grammar and spelling.

**Assignments:**

The assignments provide the opportunity to apply the skills and knowledge required for successful completion of the course. Assignments must be well organized, use scholarly tone, follow APA style, be consistent with graduate-level writing/communication style, and be turned in on time. All individual assignments should be uploaded via the Dropbox. Check your grades in D2L for feedback on assignments, and refer to the Course Calendar for all due dates.

**Online Quizzes:**

The quizzes offered throughout the course are provided as opportunities to self-assess your understanding of many of the major course topics. These multiple-choice quizzes will not count toward your final grade, but mastery of the content in these quizzes will be important to produce quality work in the course and, therefore, are highly recommended.

While understanding the material on the quizzes is necessary, it's certainly not representative of all the information required to be successful in this course; therefore, I recommend taking these quizzes as a check on maintaining a minimum comprehension of the material and not as a substitute for understanding the material in the learning resources.

**Policy on Late Assignments:**

Students are expected to submit assignments by the due dates noted in the course. In extenuating circumstances, the student must contact the instructor as soon as possible to discuss the situation. In those circumstances, the appropriate course of action will be discussed.

**Support for Students with Disabilities:**

My highest priority is for our class and course work to facilitate participation and exchange. I am eager to make accommodations to guarantee persons with disabilities access to any of the class content. Let me know as soon as possible if you have a disability for which accommodations will be requested.

## Grading Policy

Discussions 1-4	100
Assignments 1-10 (Including debate)	445
Total	545 Points

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	-