

Syllabus for HWM 335 Worksite Health Environment

IMPORTANT:

This course syllabus document contains basic information of each course. **Please refer to the content pages under the Course Information module on each course site for detailed guidelines, project information, rubrics, course/university policies, and other course-related information for each course.**

Instructor Information

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Course Description

This course examines the workplace environment's influence on daily health decisions and focuses on practical, contextual levers of behavioral change. Novel insights from the fields of behavioral economics and consumer marketing will be reviewed to help students understand the cognitive barriers to health behavior change and the environmental "nudges" that can be leveraged to overcome these barriers at work. Students will explore environmental assessment tools, active design principles, workplace policies, supportive research and real world examples.

Prerequisite(s): HWM 300 Introduction to Human Health

Course Learning Outcomes

By the end of this course, you will be able to:

- Maximize health behavior change efforts with intentional environmental design - an oftentimes missing piece of an employer's health management strategy.
- Apply behavioral economics and consumer marketing principles to re-frame behavioral obstacles
- Assess and modify workplace environments to make healthy choices, the path of least resistance.
- Identify workplace "moments of truth" - places where employees make health decisions.
- Assess and create a healthy workplace environment.
- Leverage research, tools, and employer case studies to highlight the practical application of course insights.

Course Activities

Lectures:

A lecture in a PowerPoint format corresponds with the content focus of each week. Most PowerPoints are made up of about 15 - 30 slides. Attentively listening to lectures will aid your success in this class - recordings were designed to be 'bite-sized' typically lasting between 15 and 30 minutes. I recommend you take notes during the lectures to solidify key concepts, this will aid in your ability to contribute fully to the discussion posts. Make note of any questions you have from the lecture and post them through

the discussion board - it is likely others have that same question and I will respond via the discussion board so everyone can benefit. There is a downloadable transcript available with each lecture.

Readings/Viewings:

Reading completion is needed to successfully tackle the discussion board posts, assignments, quizzes, and the Final Project in this class. The readings for this class include:

1. **Textbook:**

We will be leveraging certain sections of the textbook to support and build upon our weekly learning objectives. We will not read the textbook sequentially, this is intentional—I want us to focus on the most relevant sections of the book and I have timed the readings so they align with weekly lectures. You will not be required to read the entire textbook, however, you may choose to read it in its entirety since there are many practical, fresh ideas throughout that will help you professionally.

2. **Book club reading:**

This book has the potential to change the way you think about behavior change and health care decision making. The concepts reviewed in this book support the course objectives. It is our job as adult learners to apply the intellectual insights in this book to our professional lives. We will achieve that objective through a highly interactive 'book club' platform that will encourage individual thought and community contribution. If you've read the book before - excellent! You may just need to refresh yourself on some of the content in order to contribute fully to our book club discussions.

3. **Articles/Papers** are relevant to the specific lecture topic and/or overall course objectives.

Articles are meant to dig deeper into a particular topic covered in the lecture. Because the field of behavioral economics is constantly expanding with new research and insights, I will do my best to append additional "optional reading" articles to our class page as I encounter them.

Videos:

Like articles, videos are meant to dig deeper into a particular topic in the lecture. They also complement the teachings in this course by bringing a new "voice" to the e-learning experience. Short "Textbook Talk" videos were specifically designed to complement your textbook readings.

Discussions:

Discussion board posts are a critical component of the e-learning experience. For successful completion, students must participate in online discussions. It is my expectation that readings/lectures will be completed prior to posting. All posts and replies are due by 11:59 pm Sunday night.

Discussion board activity will generally include the following types of actions:

- Reflections (your thoughts related to the lecture and readings for a particular lesson)
- Opinions (sharing your opinion on a particular question that I'll pose)
- Activity (examples include loading health environment photos, finding a case study/research, idea sharing etc.)
- Book club question of the week (a question will be posted each week of our book club that corresponds to that week's reading)

NOTE: You will need a camera to complete some of the discussion board activities - your smartphone camera will do just fine (photos do not need to be professional quality). If you do not have access to a camera, please connect with me immediately.

Book Club

A key part of this course is our book club. We will read the book “Nudge: Improving Decisions About Health, Wealth, and Happiness” for our book club. You will be expected to read certain chapters of this book and then participate in a book club community discussion which will be focused on a weekly book club question that I will post the week prior. Like the textbook, you will not be required to read the full book (but you certainly may!) My goal is to focus on chapters that best support our course objectives.

Each one of you will have the opportunity to facilitate one week of the book club discussion board. This will be a graded activity (this is how you will earn your 10 points for book club that week). You will likely be paired with at least one other student. You will be expected to work with your facilitator partners to seed follow up posts and replies that encourage continued conversation. I will post the book club question for the week, however if you have a question you'd like to pose, email me the Sunday before it's your turn to facilitate.

Quizzes:

There are three quizzes in this class. One is for introductory purposes. A second quiz tests your foundational learning of behavioral economics. A third quiz will allow you to demonstrate your understanding of the 4P framework for behavior change. The quizzes are meant to be open book but they are graded.

Final Project:

The Final Project is worth roughly thirty percent of your final grade. It is intentionally designed to help you apply your learnings from week one through week eleven to a professional scenario in a fictional workplace setting. The final deliverable will be a PowerPoint-based strategic document that you could present to an employer client.

There are two key milestone deliverables leading up to the project. These milestones will keep you from procrastinating and will also help you submit a stellar final project. I will provide detailed feedback for each of your milestone submissions. Simply submitting the milestone will earn you the full points - please take advantage of this opportunity to gain feedback before your final submission. My expectation is that you will use the feedback to improve the milestone content before submitting your final project, which will be graded conservatively according to a defined rubric.

For detailed instructions/rubric on the final project, refer to the Final Project page in the course information section.

NOTE: You will need access to Microsoft PowerPoint to complete the final project. If you do not have access, please contact me.

Weekly Wrap-up:

Each week, I will create a “Weekly Wrap-up” in the News section of the course site. It will re-cap the prior week’s learnings in addition to providing additional resources and direction for the upcoming week. I will also email the ‘weekly wrap-up’ to you.

Suggested Weekly Sequence:

As a general guideline, an effective sequence for accomplishing weekly assignments is the following:

1. Check your UW e-mail and the discussion board daily for instructor / student interaction.
2. Check our D2L course homepage under News to reach any posted announcements regarding content updates, weekly instructions, etc.- don't forget to check the weekly 'in the news' discussion board as well.
3. Listen to the lecture, take notes, and watch Textbook Talk video (if available).
4. Complete weekly readings (textbook, articles, book club) / listen to supplemental videos.
5. Complete weekly assignments (for example: discussion boards post/activities, replies, dropbox loads, quizzes, book club activities, etc.) by 11:59 PM the Sunday night prior to the start of the next lesson. If you are going to miss the deadline, you must communicate 48 hours in advance with the instructor. Not following this guideline will result in zero points for a particular graded activity/post/project/quiz etc.

Grading Policy

Total points for graded assignments: **320 points max.**

NOTE: Your final project is approximately 31% of your grade.

Item	Points Each	Total Max Points
Discussion-original post (not including book club) (7 total)	6@ 10 1@20	80
Discussions replies (5 required for the semester)	5	25
Book Club Discussions (4 total)	10	40
Course Overview Quiz	10	10
Open Book Quiz	25	25
4P Framework Application Matching Quiz	20	20
Final Project Milestones (2 total)	10	20
Final Project	100	100

Grading Scale:

A above 90%

B 80-89%

C 70-79%

D 60-69%

F 60% and lower