

Syllabus for HWM 700 Contemporary Health and Wellness Perspectives

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.**

Course Description

In this course, students will examine health and wellness concepts and probe foundational thinking associated with the contemporary health and wellness field. Expectations and development of the wellness professional will be explored.

Course Learning Outcomes

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

1. Describe the historical and contemporary development of health and wellness.
2. Demonstrate an integrative application of wellness in one's life and profession.
3. Demonstrate an understanding of current literature on the health impact of lifestyle.
4. Demonstrate an understanding of the current literature on health impact of health promotion.
5. Identify primary objective and subjective reasons employers invest in workplace health promotion programs.
6. Be familiar with health and well-being measures.
7. Identify unique aspects of a wellness culture.
8. Identify effective health promotion programs.

Course Requirements

Readings/Viewings:

Readings come from the textbook, *Health Promotion in the Workplace* (O'Donnell, 2017), the book *Workplace Wellness that Works* (Putnam, 2015), the Wisconsin Worksite Wellness Toolkit (Department of Health Services, Division of Public Health, Nutrition, Physical Activity and Obesity Program, Wisconsin Partnership for Activity and Nutrition, 2010), and various other sources. You will also be required to view several videos embedded in the course.

Participation in Discussions:

The exchange of ideas between colleagues engaged in scholarly inquiry is a key aspect of graduate-level learning and a requisite activity in this course. You are expected to interact with your peers in a meaningful, respectful, and professional manner. Please participate in class discussions with an open mind and a willingness to share your thoughts with others. A fundamental principle of learning is the sharing and acknowledgement of others' ideas. That

includes respecting the opinions of others even if you differ with them. Please keep in mind that a diversity of opinions makes for an enriched learning environment.

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.

Quizzes:

The quizzes are designed to assess your understanding of the course topics, and of course to motivate you to complete your readings. Quizzes are taken online, computer scored, and count toward your grade. Most quizzes will be multiple choice and/or true/false with a value of 10 points possible.

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 (me) 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

Update D2L Profile	5
A Bit About You	10
Wellness Questionnaire	20
Wellness Just For You	10
Why Wellness?	90
Why Worksite Wellness?	105
Discussion Posts (5 x 20 points each)	100
Peer Feedback (4 x 10 points each)	40

Quizzes (4 x 10 points each)	40
Annotated Bibliography (2 x 70 points each)	140
Virtual Tour Paper	100
Well-Leader Reflection	20
Total	680 Points

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- A 90-100%

 - B 80-89%

 - C 70-79%

 - D 60-69%

 - F 59 or less %