HPW 210

Fall Semester, 2019

Section I

Tuesday-Thursday

12:30-1:45p.m.

CPS233

Syllabus and course description

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oFFICE HOURS: mONDAY 11:30 A.M.-2:00 P.M.

Tuesday/THURSDAY 11:30 A.M.-12:30 PM

friday 12:00 p.m.-2:00 P.m. or By APPT.

at the end of your life How will you tell if you’ve lived a “meaningful” life, worthy of your potential?

In other words, What is the Criteria that You will use to judge if you have been successful?

What is Wellness? What does that mean to you? How can you impact your own quality of life? Can you impact others’ quality of life by “making” them healthier? What the heck is healthier? How do you know? How does other people’s “health” impact you? Is it any of your business? Do you care? What will you do about it? How do you change yourself? How do you change the world? What have you done today intentionally to contribute to your health? Our health? Our idea of health? Who is responsible for your health? What is responsible for your illness? What can be done about your own condition? Who will do it? Why?

This major is all about these questions—what are your answers?

# Here are some main ideas:

Achieving High-Level Wellness is an individual, non-linear developmental, multi-dimensional process that occurs over the entire lifespan

Life is multi-dimensional and those dimensions are integrated…each dimension can impact other dimensions in many significant ways.

Understanding and using various ways to explore and assess dimensions in yourself and others is very important!

When finding Motivation I>E>S

Wellness is not about perfection in yourself or in others. Rather, it is about moving towards achieving a high quality of life and finding balance in body, mind, and spirit.

Huh? What does that mean?

# Here are some things that I want you to learn, know,

# and be able to say you have done and can do by the end of the class

1. Examine and appreciate a diversity of wellness practices in your own personal life (Do a lot of new and different stuff, consider new ideas, talk to people in different stages of life about what they do, why they do it, and whether it works).
2. Discuss the values underlying a wellness philosophy.
   1. Define wellness & health promotion; describe the 7 dimensions of wellness
   2. Explain a conceptual model of wellness including the wellness continuum and explore the diversity that occurs throughout lifespan wellness.
   3. Appreciate self-responsibility as the internal mechanism for healthy behavior change.
   4. Appreciate that diverse people and populations experience different health and wellness challenges in different ways and will require a wide diversity of applications of wellness ideas and principles.
3. Assess your current-status in each dimension and plan for improvement.
4. Explore a broad range of resources for each dimension and translate the information into a usable resource.
5. Develop skills and abilities to present programs with technological competency.
   1. Prepare programs targeted to specific audience requirements using research and literature to guide practice.
6. Demonstrate professionalism, openness to introspection and sharing.
   1. Demonstrate respect for others in class.
   2. Demonstrate a personal commitment to wellness lifestyle.
   3. Make healthy choices about drugs used including caffeine, nicotine, alcohol, over the counter drugs and prescription drugs
   4. Demonstrate compliance with issues of confidentiality.
   5. Experience teaching and leadership as it relates group instruction activities
   6. Adopt professional attitudes, behaviors, thought processes. BE PROFESSIONAL!

# Here’s what you’ll do to show evidence you have accomplished the objectives

## *come to CLASS AND PARTICIPATe*

You earn points for attendance on random days and participation for being *present* plus additional points for quality participation (see rubric). Please note to earn the points you must actively *participate*, not just show up. Your presence, although a wonderful present, is not quite enough. Contributing to the discussion, asking thoughtful questions, bringing up ideas from your reading, and challenging the professor and other students, will help all of us learn. You cooperation in this learning situation is valued and rewarded. You are expected to be a mindful participant in each session, so do whatever you need to do to create a condition of mindfulness.

**RESPONSE SUMMARIES**

Two aspects of learning are critical reflection and socially constructed meaning. Participation in this class requires reading, and active listening, but also participation in reflection and discourse to actively seek out and help construct the meaning. Evidence of critical reflection may be found through analyzing, synthesizing and applying material discussed to issues relevant to the individual. Writing about those issues within the contexts discussed can provide that evidence that you are in fact able to synthesize and apply the ideas we discuss in ways that are meaningful to you.

Summaries/reviews should start by responding to the specific questions asked and may be made regarding any or all readings, activities, or discussions occurring in the semester, however, please don’t feel confined by the questions. The questions asked are starting points from which to examine topics. Applying material to personal or work-related issues is especially encouraged so if you do not need the nudge, write about how these ideas impact you.

Of course, any disclosures made are confidential and will be kept between you and me. You may refer to material covered in an assignment, for discussion or example for the class, if you choose to do so but I will make every effort not to bring the content into the discussion.

Summaries of articles are due as assigned. They are to be typed, at the very least one page in length and written in a five paragraph format. These are your personal thoughts and feelings regarding what the article conveys. In some instances a topic may seem irrelevant to you, if that is the case you may substitute a more relevant topic of your choice by finding a wellness related article and responding to it.

# Dimension Exploration

You will work as a group to define each of the seven dimensions of wellness for a specific target audience. You should consider at least five separate resources helping you decide what to include or exclude in your dimension descriptions. You will then compile an extensive list of topic areas that may fall into that dimension and be worthy of programming around. You will also include at least two relevant articles, surveys or informational pieces surrounding any aspect of that list of your choice that informs your presentation.

**Advocate for a Wellness Principle**

You will work as a group or a pair to identify a wellness idea that you believe is pertinent and important for your cohort (those in your immediate vicinity, age group, in a similar situation) that would impart factual, evidence based information you believe would help improve the situation, environment, lifestyle, etc. You will develop a 30 second video with that theme and write a blog about it for the HPW department website.

**Presentations**

Each student will be involved in creating two presentations with a group. One will elucidate an assigned behavior change theory and the other will center around a specific dimension of wellness decided on by your group and targeted to a specific audience. Both presentations should follow the outlined goals for presentations provided, list objectives for the presentation and include a component designed to elements produce active engagement by the audience. .

**E-Portfolio**

Each student will produce an e-portfolio for evaluation in this class and continue to add to it through each subsequent HPW class that they take. Evaluation of the e-portfolio for this class will consist of assessing the design/layout, inclusion of the assigned competency areas, professional definition/description of health promotion as interpreted by the student, and inclusion of an example of professional writing (newsletter on assigned/selected topic area). Each student will also be involved in evaluating another person’s newsletter using the rubric developed.

**OPPORTUNITIES FOR SELF-DISCOVERY**

There will be two opportunities to do self-reflection work that asks you to look at yourself, your values, what you *believe about yourself and the world around you.*

**TEST**

I reserve to give up to three tests over units if warranted and I deem it necessary to ensure retention of material.

## *FINAL*

Your final topic is “how I create my personal wellness”. Write about where you are in each dimension, and where you intend to be in the future. Include ideas that help you be your best, things which influence you, and note things which interfere with your being your best. Then reflect on how your understandings of growth will affect your promotion of health with other people. What are your strengths and interests within health promotion and why? Your paper is to be word processed, and somewhere between 2 ½ and 5 pages long. It will be graded by content, style, and accuracy of factual content. Proofread and check spelling. Please see the final reflections guide posted on D2L to ensure you include all vital

Professional Development

The School of Health Promotion and Human Development has an exciting series of speakers, discussions, workshops and field trips called SBE Events (Professional Pointer Events; Pro Events). It is important to take advantage of these learning opportunities outside the classroom. The events are designed to help you make the most out of your time as a student and to prepare for a successful career.

For this course, you must attend two official SBE/Pro Events. One event must be before the mid-semester cut-off of Oct. 20; a second event must be before the end-of-semester cut-off (Dec 15). If you go to extra events before Oct. 20, those credits will carry over into the second half of the semester. Attendance at each event will count for (We have to decide on this yet) points towards your final grade.

***Visit the SBE/Pro Events web site (http://business.uwsp.edu/events) for announcements of upcoming SBE/Pro Events.***

When you attend an event, it is your responsibility to sign in with your Point Card. Attendance at SBE/Pro Events will be confirmed with automatic emails to you and updated on the SBE/Pro Events web site. Please allow a week for confirmation of attendance at events held outside the SBE/Pro, such as Career Services events.

***If you have multiple courses with SBE/Pro Events requirements, it is your responsibility to make sure you have attended enough events for each course. If you have not attended enough events to cover all of your courses, your attendance will be allocated to your courses in alpha-numeric order.***

# Here’s how we’ll both know whether you do, learn, can say and do these things.

|  |  |  |
| --- | --- | --- |
| Assignment | Assessment Techniques Used | Value |
| Presence and Participation | Quantitative tally of all attendances- Attendance question  Qualitative evaluation of summaries and reactions taken in class measuring ability to explain, interpret, apply, provide perspective, empathize, and evaluate self-awareness. | 10 % of grade |
| Advocate Video | Judged on criteria distributed and ranked by professional judge | 40 possible |
| Completing Surveys and Reading & Responding to Articles | Writing assignments following the rubrics posted on D2L for each  -Interviews of peers  -Reaction to Halburt Dunn’s ideas on wellness (explanation of principles, interpretation, perspective and application)  -Wellness Wheel Analysis (Self-knowledge)  -I>E>S> In Depth Summary (Interpretation, Perspective, Empathy, Self-knowledge)  -Identifying Behavioral Norms Exercise (Perspective, Empathy)-Authentic Happiness/ Strengths Test  Professional E-Mail  Personal reaction papers to various readings  Self-Discovery Opportunities | 25 – 30 points per assignment |
| Presentations for Target Group Projects | Group oral wellness presentations following the rubric posted on D2L and covered in class.  Select one topic and target audience, author and deliver a credible, interactive, and fun presentation for an actual audience. This is direct application of wellness principles, appropriate communication techniques, and ability to deliver. | 50 points possible |
| Behavior Change Presentation | Understand and present one behavior change theory with a group | 30 points possible |
| Event Participant/Volunteer Reaction | Spin-report for Professional Development | 10% of grade |
| Test-Possible  Final (paper) |  | 75 points  30 points |

**Grading**

Grades will be calculated based on percentage of points earned and then

Assigned according to the following:

|  |  |
| --- | --- |
| A | 94-100% |
| A- | 88-93 % |
| B+ | 82-87 % |
| B | 76-81 % |
| B- | 70-75 % |
| C+ | 64-69% |
| C | 58-63% |
| C- |  |
| D |  |
| F |  |

Grades are available for viewing on the D2L website at all times during the academic semester. I make every effort to post scores on assignments within 14 business days of when it was due. If there is a circumstance when that is not a possibility, I will tell you verbally in class and give you an anticipated time when they will be posted.

1. **Texts**
   1. Excerpts from: Simply Perfect-Perfectly Simple, Jones, Jane, Ph.D.

b. Numerous handouts

1. **Course philosophy**:

Wellness is a unique and individual **process** that is, and must be, different for everyone to truly reflect each unique personality. Each journey is a different journey. Things that affect you may not affect others in the same ways and vice versa. It is vitally important to develop mutual respect for the individual process. I believe that students can and should participate in developing self-directed learning plans focused on examining ideas that are relevant, interesting, and pertinent to those sharing the learning experience.

Therefore, a successful learning outcome will be achieved by sharing information, thoughts, and ideas through discourse, active participation, gathering of resources, and an attitude of caring for the unique contribution of each participant.

This syllabus is planned and executed to the best of my ability at the time of the writing.

Events change and accommodations deemed necessary by the professor will be made to allow for necessary adaptations to the outline. Students should expect changes and be prepared to negotiate alterations. Although I reserve the right to delete assignments, I will not add any assignments.

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. I am willing to appropriately help you do what is necessary to succeed, come see me.