HPW 420

Instructor: Dr. Sallie Scovill   Class Hours: Monday and Wednesday 9:30 – 10:45

Office: CPS 238B   Phone: 715-366-4614, 715-252-7936, cell

E-Mail: sscovill@uwsp.edu   Classroom: Online

Office Hours: After Class or by Appointment

Course Overview

This course focuses on applying research, knowledge, and skills to manage the wellness process within a workplace, fitness program, or community. Students will examine the concepts of health productivity management; health promotion programs for worksite settings and consider principles of assessment, best practice evaluation, management strategies, organizational culture, specific disease management orientations and issues that affect participation in health promotion and health protection programs.Student will also learn to apply these principles to their desired work location. The course will also introduce concepts on influencing personal and population choices related to behaviors and apply these to health promoting behavior change.

Course Goals & Learning Outcomes

Course Goal	Learning Outcomes
1. Students become more self directed in their inquiries into the subject of HP Management.	1a. Students will identify a driving question(s) they have about the field that they want to learn more about. 1b. & 2b. Students will define ways to Lead/Manage their Career & Wellness Growth. 1c. Students will synthesize information from assigned materials to facilitate other students' learning. 1d. & 3d. Students learn how to use appropriate teaching methods to facilitate learning

2. Students will understand skills needed to be a successful manager / leader of projects and people.	1a. & 2a. Students will learn to successfully manage a project to completion, individually and in a group. 1b. & 2b. Students will define ways to Lead/Manage their Career & Wellness Growth. 2c. Students will demonstrate leadership and management skills in their course tasks.
3. Students will understand how to apply best practice evidence based strategies to different organizations, individuals, or populations to address need.	3a. Students choose evidence based strategies to support needs of the organization, individual, or population. 3b. Students discriminate best practice strategies from leading, promising, and emerging practice. 3c & 4c. Students will compare traits from behavior change theory to traits of "Influencers." 1d. & 3d. Students learn how to use appropriate teaching methods to facilitate learning
4. Students will be able to analyze themselves and others on how behaviors / risks contribute to culture of health (COH).	4a. Students can recognize the elements crucial to development of a COH. 4b. Students can distinguish the challenges and barriers to behavior change in the individual. 4c. Students will compare traits in behavior change theory to traits of "Influencers."

Course Policies

These are the policies outlined in the syllabus and covered on day one of class.

Course Assignment Policies

Learning experts from Carnegie Mellon Foundation, The Ohio State University, and other educational experts agree that for every hour spent in class, students should be spending 2 hours out of class reading and working on assignments. I feel a 1:1 is more appropriate with students. You will have time in class throughout the semester to read, discuss, or work on assignments. However expectations should not be that all assignments will be completed in class. You are expected to read, prepare for learning/ teaching assignments, and work as a team on projects or individual aspects of assignments outside of class.

Areas to consider for success: Attending / logging into any online synchronous class *ON TIME* for each in class scheduled date, taking notes and being able to reflect on topics covered in class, and *READING* the materials assigned. Just because you may not be teaching on a topic on a specific day does not mean you don't have to read the material assigned.

POLICIES TO REMEMBER

1. All written, online, or presentation assignments as outlined in the syllabus should be written in APA format unless otherwise indicated. APA format is summarized in the Publication Manual of the American Psychological Association (Links to an external site.).
2. Writing assignments – receive a one-point additional credit for attending the tutoring center for assistance in writing.
3. Assignments turned into the dropbox and discussion boards should be typed. These should always be formatted in **Word** and if presenting, must use of **PowerPoint**. Each assignment does not have to spell this out as it is a standard course policy.

- Using other formats beyond **Word** or **PowerPoint** will result in a delay of grades and result in reduction of points.
- Late Work - I will not accept any late work unless you notify me 24 hours before the assignment is due and get approval. Since class meets at 9:30 a.m., you will be required to notify me of any extensions you might need by the previous day. I will permit extensions for valid reasons, but no extensions or requests for missed points related to class participation.
- If work is late you are still subject to a reduced score. Each late day is reduced by 10% of the overall score. - *For example* a ten point assignment that is one day late will be reduced by 1 point. A twenty five point assignment will be reduced by 2.5 points.
- Assignments are due on date of class and learning group work should be completed as such. Assignments that are not labeled "IN CLASS ASSIGNMENTS" or "CLASS PARTICIPATION" assignments are due at 11:59 p.m. of the due date in the appropriate dropbox, *NOT* by email.

- Class participation assignments are due IN CLASS and teaching plans must be in the dropbox 1/2 hour prior to the teaching date. All students are expected to participate in online and in class discussions.
- **Notes** – students are expected to take notes so as to participate in class discussion and being able to refer back to previously covered information. This may be used for unscheduled quizzes and knowledge checks. Note taking is a sign of learning and processing information.
- Have the appropriate book or articles in class on the date of the assigned readings.

Attendance and Engagement

- As outlined in this syllabus section and covered on the first day of class these are the attendance policies:
    1. You are encouraged to attend class. I will take attendance every day, and anyone who misses three or more classes (unexcused* see #6) will be reduced 15 points. The reasoning behind this is that the work you do in class is crucial to your development as a manager, is expected professional behavior, and, therefore, you should be in class. Missing 6 (unexcused* see #6) or more classes will result in a failing grade with no exceptions.
    2. Students are expected to attend all scheduled in class days. Assignments are still due on date of class and learning group work should be completed. All students are expected to participate in online and in class discussions.
        - Part of your attendance is bringing your learning materials to class each time (books or access to assigned articles) and technology (computer or tablet) that can connect to Canvas and to other online media utilized in class.
    3. Please have respect for fellow students and the instructor. This includes being on time to class, *refraining* from talking with fellow students when **NOT** in learning groups or other discussion mode, and leaving and returning to class for non-emergency reasons.
    4. Attendance is logged at the first of class. It is your responsibility if you are late to notify the instructor. Otherwise you are counted as absent.
        - Late: a consistent pattern of lateness noted in the daily roll, will count as a missed day for each three occurrences.

    5. Absences – I appreciate when students let me and other class members know when they are absent. However, there are few excused absences. These should be through notification to the instructor with acknowledgment that the absence is excused. These excuses are for: family emergencies (*documented* illness/injury, death) or *documented* personal illness/injury. Medical notes are a great way to track these absences. See instructor for other questions.

6. You are also expected to exhibit professional behavior (being on time, using time before or after class to get water, take bathroom breaks, ask questions unrelated to the course) while in class which includes being present, only using technology as appropriate for course assignments, and paying attention to anyone who is speaking or presenting during class. This includes the professor, fellow students, and guest speakers.

Policy on Instructional Modification

If you have a disability or condition that may require assistance or accommodation or you have questions related to any accommodations for testing, note takers, readers, etc. please speak with the course instructor as soon as possible. Student may also contact the Office of Disability Services with questions about such services.

Learning Resources

Workplace Wellness that Work

This is the book that is reserved in the bookstore for you.

Other Articles as assigned for each week - see course calendar

Grading

GRADING SCALE	
90-100 %	A (297-330)
80-89 %	B (264– 296)
70-79 %	C (231-263)
65 – 69%	D (215– 230)
64 % and below	F (<215)

Class Assignments POINTS TOTAL 330

Individual Assignments 40%   ±   130

- Reflection (4 @ 10 each)   40
- Knowledge Checks
  - o 5 Random Assessments through semester (5 POINTS EACH)   25
  - o Mid term Knowledge Check   20
  - o Final Knowledge Check   20
- Engagement during the semester   25

Teaching Partner (1@ 60 points) 18%   ±   60

- Plan
- Evidence presented
- Engagement of students – Active learning (engagement discussion, polls or chats)
- Covered essential elements of materials and brought in new material
- Relationship to case study
- Evaluation and assessment of student learning

Semester Project: Genius Hour Case Study 42%   ±   140

Brainstorm and Mindmap Topics 20 points total

-
  -
    - Discussion group posting (15)
    - Individual feedback to groups' postings (5)
- Driving Question Presentation 25 points total
  -
    - Formatted questions with data/rationale (20)
    - Students' completes Assessment of all Teams DQ presentation (5)
- Checkpoint Discussion 20 points total
  -
    - Posts by Group (15)
    - Individual feedback to groups' postings (5)
- Final Presentation   25
- Student completes Assessment of all Teams Final presentation   5
- Final Written Proposal per team   25
- Individual Team Member Assessment   20
  -
    - End of Semester