

Employee Wellness HPW 430 Sec. 1

Instructor: Dr. Sallie Scovill

Class Hours: Tuesday 10:00 – 11:50

Office: CPS 238B

Phone: 715-366-4614, 715-252-7936, cell

Office Hours: After Class or by Appointment E-Mail: sscovill@uwsp.edu

Classroom: CPS 222

Employee Wellness Office: CPS 218

The EW office is open for students to use in developing the materials needed for programs. There are many other resources and supplies located in this office and if necessary, can be purchased for new programs.

Overview:

Students will assist with planning, development, promotion, implementation, and evaluation of designated health promotion programs offered through the UWSP Employee Wellness program. Students will also gain skills in any, but not necessarily all, of the following: web page development and maintenance; newsletter writing, editing and formatting; program calendar development, and office/program management. Student participants can build skills in program planning, data analysis, program evaluation, grant writing and improve both oral and written communication.

Student may also get an opportunity to develop and present programs to corporate entities outside of UWSP and develop expertise with a range of individuals at various worksites.

Course Goals and Objectives

A. Synthesize the planning and implementation skills from foundational coursework to the practicum.

1. Apply planning and implementation skills to individual projects.
2. Adhere to reasonable timelines for projects
3. Integrate policies and procedures of the institution into the program planning process
4. Develop ability to adjust according to process and quality improvement assessment
5. Utilize knowledge of best practices in project development

B. Understand how the diversity of the UWSP workforce impacts program planning.

1. Integrate worker diversity into planning, marketing, and implementation of projects at UWSP.
2. Describe the audience need for the project
3. Adapt to the changing needs of the workforce
4. Utilize knowledge of best practices in diversity programming

C. Demonstrate appropriate communication strategies for the audience and media used.

1. Utilize communication requirements of the organization
2. Use inclusive language in drafting all materials
3. Document appropriate sources of information
4. Interpret data or information appropriately for dissemination
5. Utilize knowledge of best practices in communication

D. Utilize evaluation techniques to assess program outcomes.

1. Develop an evaluation plan appropriate to the specific project
2. Debrief a project orally and in written format
3. Explain evaluation outcomes
4. Utilize process improvement information in evaluation

E. Demonstrate teamwork through collaboration and problem solving.

1. Develop project tasks collaboratively
2. Hold team members accountable for tasks
3. Demonstrate ability to be flexible and adaptable to unforeseen problems

Evaluation/Grading

As part of this practicum, you should accumulate between 80 - 100 hours of time comprised of all the activities listed below. The time log is included in the syllabus section and attached [here](#)



Assignment	Brief Description	Points	Learning Outcomes Met (#)
Project Planning	Weekly presentation of complete project planning sheets with continual updates.	40	A. Synthesize the planning and implementation skills from

	<ul style="list-style-type: none"> • Completion of planning worksheet(s) <ul style="list-style-type: none"> ○ <i>Project goals and audience</i> ○ <i>Tasks</i> ○ <i>Timeline</i> ○ <i>Materials</i> ○ <i>Responsible party(s)</i> ○ <i>Budget</i> ○ <i>Marketing</i> ○ <i>Evaluation</i> • Completing tasks in a timely manner 	<p>foundational coursework to the practicum.</p> <ol style="list-style-type: none"> 1. Apply planning and implementation skills to individual projects. 2. Adhere to reasonable timelines for projects 3. Integrate policies and procedures of the institution into the program planning process 4. Develop ability to adjust according to process and quality improvement assessment 5. Utilize knowledge of best practices in project development <p>B. Understand how the diversity of the UWSP workforce impacts program planning.</p> <ol style="list-style-type: none"> 1. Integrate worker diversity into planning, marketing, and implementation of projects at UWSP. 2. Describe the audience need for the project 3. Adapt to the changing needs of the workforce 4. Utilize knowledge of best practices in diversity programming <ol style="list-style-type: none"> 1. Demonstrate appropriate communication strategies for the audience and media used. <p>C. Utilize communication requirements of the organization</p>
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			<ol style="list-style-type: none"> 1. Use inclusive language in drafting all materials 2. Document appropriate sources of information 3. Interpret data or information appropriately for dissemination 4. Utilize knowledge of best practices in communication <p>D. Utilize evaluation techniques to assess program outcomes.</p> <ol style="list-style-type: none"> 1. Develop an evaluation plan appropriate to the specific project 2. Debrief a project orally and in written format 3. Explain evaluation outcomes 4. Utilize process improvement information in evaluation
Engagement	<ul style="list-style-type: none"> • Project Volunteering • Class Attendance • Team Accountability • Logging hours • Facilitation and Agenda at meetings 	15	<p>E. Demonstrate teamwork through collaboration and problem solving.</p> <ol style="list-style-type: none"> 1. Develop project tasks collaboratively 2. Hold team members accountable for tasks 3. Demonstrate ability to be flexible and adaptable to unforeseen problems
Class Binder	<p>Midterm (5)</p> <p>End of Semester (20)</p>	25	Provides examples of how individual students achieved all course learning objectives throughout the semester.

End of Semester Reflection Paper		5	D. Utilize evaluation techniques to assess program outcomes. 5. Provide self evaluation of achievement of course goals
Best Practices Presentation		10	A. 5 B. 4 C. 5 D. 1 - 5
Networking reflection		5	A. 5 B. 4
TOTAL POINTS		100	

Grading Scale*

(Sample below. Should be determined by instructor.)

94 – 100 = A 77 – 79 = C+ 60 – 63 = D-

90 – 93 = A- 74 – 76 = C < 60 = F

87 – 89 = B+ 70 – 73 = C-

84 – 86 = B 67 – 69 = D+

80 – 83 = B- 64 – 66 = D

Course Policies

1. You are encouraged to attend class. I will take attendance each week, and anyone who misses more than two classes (unexcused* see #6) will be reduced 15 points. The reasoning behind this is that we only meet once a week and the presentation of project plans, and collaboration in class is crucial to the development and implementation of programs on campus. It is expected you learn and use

professional behavior, and, therefore, you should be in class. Missing 4 (unexcused) or more classes will result in a failing grade with no exceptions.

2. Absences – I appreciate when students let me and other class members know when they are absent. However, there are ***few*** excused absences through notification to the instructor: family emergencies (**documented** illness/injury, death) or **documented** personal illness/injury.
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 group collaboration, or other discussion mode, leaving and returning to class for non-emergency reasons.
4. Medical notes are a great way to track these absences. See instructor for other questions.
5. 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 projects, and paying attention to anyone who is speaking or presenting during class. This includes the professor, fellow students, and guest speakers.

Campus Policies

Campus Communications

All communications and marketing materials should follow guidelines set up by the University Communications and Marketing Department. You can access the complete Communications Standards Manual [online \(Links to an external site.\)](#).

Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to:

- Cheating on an examination
- Collaborating with others in work to be presented, contrary to the stated rules of the course
- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course
- Tampering with the laboratory experiment or computer program of another student
- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14 \(Links to an external site.\)](#).

Other Campus Policies

FERPA

The [Family Educational Rights and Privacy Act \(Links to an external site.\)](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the [Dean of Students webpage \(Links to an external site.\)](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page. \(Links to an external site.\)](#)

Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report \(Links to an external site.\)](#). Another requirement of the Clery Act, is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act \(Links to an external site.\)](#) page.

Drug Free Schools and Communities Act

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA \(Links to an external site.\)](#)

Copyright infringement

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page \(Links to an external site.\)](#).

Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) (Links to an external site.) weeks (Links to an external site.) unless special

permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students \(Links to an external site.\)](#).

Religious Beliefs Accommodation

It is UW System policy ([UWS 22 \(Links to an external site.\)](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Equal Access for Students with Disabilities*

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center \(Links to an external site.\)](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609