

Wellness – FOR 125 01

LO 1

FOR 125 01

Academic Year 2018-19

Outcomes

Taxonomy

Term: 2019 Spring

[Back to List](#)

GEP Level 1 Category 5 LO 1

Foundation Level: Wellness LO 1

Upon completing this requirement, students will be able to assess your own wellness in each of the seven dimensions of wellness and explain how the dimensions and the interactions among them impact your overall personal health and well-being.

Requested By: Wellness

Understand, Evaluate Nonfunctional Verb(s)

EVALUATED RESULT

[Sum](#)

Sum of Assessments

Exceeded		82.46%	47
Met		0%	0
Partially Met		8.77%	5
Not Met		8.77%	5

Assessments

[Create Assessment](#)

Princeton Univ. U Matter Wellness Self-Assessment [\(Edit\)](#)

Jan 24, 2019 - May 14, 2019

Reinforced



[Result Details](#)

[4](#)

Dimensions/Interactions/Overall Health Impact [\(Edit\)](#)

Jan 24, 2019 - May 14, 2019

Mastered



[Result Details](#)

[4](#)

Princeton Univ. U Matter Wellness Self-Assessment

Results | Total Achievement Levels

[Clear](#)

Enter the number of students who met or did not meet the outcome.

Exceeded *	<input type="text" value="28"/>	
Met *	<input type="text" value="0"/>	
Partially Met *	<input type="text" value="0"/>	
Not Met *	<input type="text" value="1"/>	

Analysis

Students complete the Princeton University U Matter Wellness Self Assessment survey. The survey describes each of the 7 dimensions and then has a series of line item questions under each that leads the students directly to assessing themselves by rating each statement as something they never do, rarely do, sometimes do, or usually do. Varying points are awarded for each specific statement response which are summed to obtain an assessment within each of the seven dimensions. The total tallies are then compared to "ideal" scores from Princeton U Matter, and then follow-up actions/areas to focus on are suggested by the document. As we go through the seven dimensions week by week during the first part of the course, students explore each dimension with a task for the week and reflect on it with a journal they maintain and submit.

Summary

All students completed the survey at the start of the class, but only 28 of 29 completed the survey at the end of the class. The students did give good thought in answering the questions to obtain their self assessments as scores changed from the pre-course check to the end of course check. Guest Speakers from the lumberjack sports world link the dimensions to their lives and their participation/competing in lumberjack sports and this gives students focus on how they can see the dimensions in the students' own lives.

Use of Results

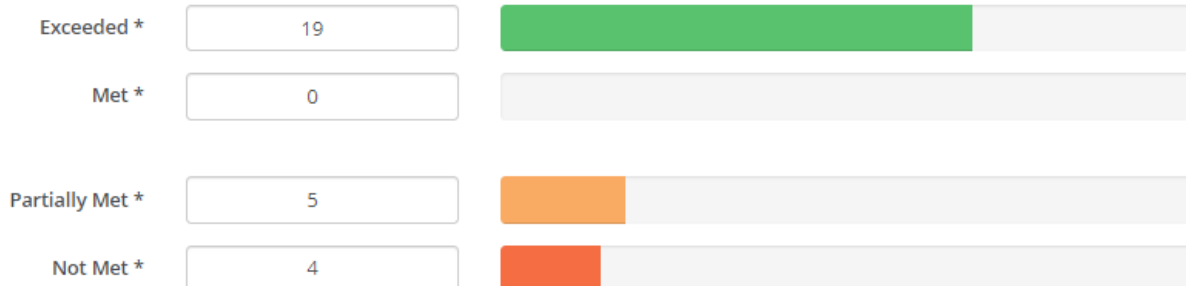
I need to find a better way to be sure all students complete the end of the semester assessment. Assigning it more points toward the course grade might help

Dimensions/Interactions/Overall Health Impact

Results | Total Achievement Levels

[Clear](#)

Enter the number of students who met or did not meet the outcome.



Analysis

Students answer a question on the final exam that asks them to "explain how the dimensions and the interactions among them impact your overall personal health and well being by providing two distinct examples of interactions/impacts"

Summary

Some students provided a fair amount of detail in their answers while others did not. Those that did not meet the criteria did not focus on interactions, they tended to just describe one dimension

Use of Results

I need to spend have students reflect/journal on interactions prior to asking the question on the final exam so the intent of the question is clearer to them.

LO2

FOR 125 01

Academic Year 2018-19

Outcomes Taxonomy

Term: 2019 Spring [Back to List](#)

GEP Level 1 Category 5 LO 2

Foundation Level: Wellness LO 2

Upon completing this requirement, students will be able to develop an individual plan for healthy living that demonstrates an understanding of the principles of wellness.

Requested By: Wellness

Apply, Create Nonfunctional Verb(s)

Assessments

[Create Assessment](#)

Plan for Healthy Living [\(Edit\)](#)
Jan 24, 2019 - May 14, 2019

Mastered

Exceeded	86.21%	25
Met	10.34%	3
Partially Met	3.45%	1
Not Met	0%	0

[Result Details](#) [5](#)

Analysis

Instructor read and commented on the journal entries weekly as well as the 3 components of the plan for healthy living and assigned journaling points appropriately leading to the results shown.

Summary

Week to week journal entry quality varied. Some plans for healthy living were robust, others were somewhat terse.

Use of Results

I need to reinforce that part 2 and part 3 of the plan for healthy living is cumulative and not additive. I had to remind several folks to continually review/provide feedback on dimensions already underway and expand the plan based on the new dimensions added for parts 2 and 3.

FOR 125: Lumberjack/jill Sports as a Path to Wellness Spring 2019
(1 credit, 1-hour lecture, outside of class practice expectations also exist)

INSTRUCTOR:
OFFICE:
PHONE:
EMAIL:

Class Time: Lecture: Thursday 4:00-4:50pm TNR 255

Final Exam Period: Tuesday May 14, 2019 5:00pm-7:00pm TNR 255

Office Hours: Wednesday 1:00-1:50pm, Thursday 11:00-11:50am

I am generally available to answer quick questions anytime I am in my office and the door is ajar. Larger, more time-consuming questions require meeting during office hours or an appointment. Questions can be posed via Canvas as well.

Prerequisites: None

Text: None

Learning Outcomes:

At the completion of this course, students will be able to (a.) identify the various disciplines that comprise the world of lumberjack/jill sports both at the collegiate and professional levels, (b.) identify the equipment and safety gear commonly used therein, (c.) participate in least one of those disciplines, and (d.) link lumberjack/jill sports as a profession or hobby with the seven dimensions of wellness and a commitment to healthy living. In completing the above, students will also be able to:

- (1.) Assess your own wellness in each of the seven dimensions of wellness and explain how the dimensions and the interactions among them impact your overall personal health and well-being.
- (2.) Develop an individual plan for healthy living that demonstrates an understanding of the principles of wellness

The outcomes listed above will be accomplished via instructor lectures, guest speakers, in person or via Skype/Facetime, by lumberjack/jill professionals or those who organize events, documented practice and/or training in at least one lumberjack/jill discipline, and development of an individual plan for healthy living that both includes lumberjack/jill sports and demonstrates an understanding of the principles of wellness.

A note about the instructor: The instructor has been around lumberjack/jill sports at the collegiate level for over 16 years and is the faculty advisor to the UW-Stevens Point Woodland Sports Team. The Woodland sports team is a seven-time champion of the Midwest region, and the team has produced three STIHL® TIMBERSPORTS® Series collegiate national champions in the last 10 years and the victor of women's novice division events at the Hayward World Lumberjack Championships in 2013 and 2014. The instructor has been a judge/timer at the Hayward World Lumberjack Championships held every summer, and has been program coordinator of a regional lumberjack/jill team competition event encompassing 19 events, with 150 student competitors from eleven universities/colleges.

Grading:

There will be four unannounced pop quizzes (5 POINTS each) during the semester:	20 POINTS
A pre- and post-course dimensions of wellness survey will be utilized (10 POINTS each):	20 POINTS
A documented activity log of sport practice/participation (8 hours of time minimum):	100 POINTS
Detailed explanation of rules and techniques of selected lumberjack/jill sport:	30 POINTS
Short Final Exam and participation in final course discussion	30 POINTS
Development of an individual plan for healthy living combining sport with principles of wellness and maintenance of a reflection journal:	100 POINTS

COURSE TOTAL POINTS: 300 points.

Normally, the cumulative percentage of course points earned will be rounded to the nearest tenth and course grades will be assigned as follows (instructor reserves the right to curve):

91.6% or higher	A	77.6% to 79.5%	C+
89.6% to 91.5%	A-	71.6% to 77.5%	C
87.6% to 89.5%	B+	69.6% to 71.5%	C-
81.6% to 87.5%	B	67.6% to 69.5%	D+
79.6% to 81.5%	B-	61.6% to 67.5%	D
		59.6% to 61.5%	D-
		Less than 59.6%	F

Instructor’s tips:

- (1.) Come to class willing to learn and have fun, I certainly plan to do so.
- (2.) Keep up with any readings, assignments, activities, and the required activity logs.

Instructor’s rules:

- (1.) Discussion of assignments between students is encouraged, however all work (unless part of any group projects) must be done independently.
- (2.) Cheating and/or plagiarism will not be tolerated (see also the Professionalism Statement)
- (3.) Posting instructor-created course material onto course-sharing websites directly violates the instructor’s copyright on his academic materials; permission to post instructor-created material on any such site is unequivocally denied.
- (3.) If you need to miss a quiz or exam, you must let me know ahead of time, serious emergencies excepted, and explain why you will be unable to take the quiz or exam at the scheduled time. I will work within university guidelines as to what is and is not allowed as an excused absence. Unexcused absences from quizzes/exams result in zeroes. If a serious emergency has occurred, please let me know as soon as it is physically safe and possible to do so.
- (4.) Assignments are due at the start of class on the respective due dates. Late assignments will receive a score of zero.
- (5.) All written work is expected to be grammatically correct, neat, and well organized. Work that is sloppy, hard to read, does not follow prescribed format, and/or contains many spelling and/or grammatical errors will be graded with a 0.

Students with Disabilities: The university has a legal responsibility to provide accommodations and program access as mandated by Section 504 and the Americans with Disabilities Act (ADA). The university’s philosophy is to not only provide what is mandated, but also convey its genuine concern for one’s total well-being. If accommodations are needed, please contact the instructor as well as the Disability and Assistive Technology Center, Room 609 Learning Resource Center, voice (715) 346-3365 or TDD (715) 346-3362

Attendance Policy

Missing class HABITUALLY almost always results in lower grades! You are strongly encouraged to attend all lectures. Attendance will be taken sporadically during the semester. The instructor reserves the right to administratively remove a student from the course based on non-attendance.

Lecture Outline

Day	Sports Topic(s)	7 Dimensions Topic(s)
1/24	Course Intro/Overview	Course Intro/Overview
1/31	Pulp Toss/Bolt Throw/Log Roll (1)	Emotional
2/7	Axe Throw/Boom Run	Intellectual
2/14	Crosscut Sawing	Occupational
2/21	Underhand Chop/Standing Block Chop	Environmental
2/28	Saw and Axe Maintenance	Spiritual
3/7	Springboard Chop/Log Roll (2)	Physical
3/14	Stock and Hot Saw	Social
3/21	Spring Break	Spring Break
3/28	TBD	Plan for Healthy Living
4/4	Guest speaker	
4/11	Guest speaker	
4/18	Guest speaker	
4/25	Guest speaker	
5/2	Guest speaker	
5/9	Guest speaker	
	Final Exam week meeting	

Task Outline

Week	Task Assigned	Task due
1/24	Pre-course Wellness Assessment	1/31
1/31	Think about selecting a sport/discipline	
2/7	Think about selecting a sport/discipline	
2/14	Think about selecting a sport/discipline	
2/21	Think about selecting a sport/discipline	
2/28	Think about selecting a sport/discipline	
3/7	Detailed explanation of chosen sport	3/14
3/14	Possible practice	
3/21	Spring Break	Spring Break
3/28	Healthy Living Plan	5/9
4/4	Practice	
4/11	Practice	
4/18	Practice	
4/25	Practice	
5/2	Practice	
5/9	Post-Course Wellness Assessment	Time of final
5/14 5pm	In Class Short Exam and Discussion	

An overarching, electronic, reflection journal will be kept and submitted periodically during the semester.

Professionalism Statement

Students at UW-Stevens Point are pursuing courses of study that prepare them for a diverse and sustainable world as written directly into the mission statement of the university. As such, UW-Stevens Point students enrolled in courses offered through the College of Natural Resources, as well as College of Natural Resources faculty and staff, are expected to conduct themselves professionally at all times in and outside of class, especially when interacting with others, whether they be students, faculty, staff, university partners, or the public in general. Doing so is indicative of those who are prepared for a diverse and sustainable world.

Professional behavior includes, but is not limited to:

1. Adherence to the UW-Stevens Point Student Rights and Responsibilities:

<http://www.uwsp.edu/dos/Documents/CommunityRights.pdf>

2. Attitudes appropriate for our 21st century society,

- a. Respect for others and for their ideas,
- b. Appreciation of ethnic, gender, lifestyle, and other diversity,
- c. Sensitivity to environmental quality, and
- d. ethical behavior.

Academic misconduct will not be tolerated.

Note the following as per the Univ. of Wisc.-Stevens Point Community Bill of Rights and Responsibilities:

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.
- (g) Violates electronic communication policies or standards as agreed upon when logging on initially (See uwsp.edu/it/policy).

(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.

UWSP 14.04 DISCIPLINARY SANCTIONS.

(1) The following are the disciplinary sanctions that may be imposed for academic misconduct in accordance with the procedures of s. UWSP 14.05, 14.06 or 14.07:

- (a) An oral reprimand;
- (b) A written reprimand presented only to the student;
- (c) An assignment to repeat the work, to be graded on its merits;
- (d) A lower or failing grade on the particular assignment or test;
- (e) A lower grade in the course;
- (f) A failing grade in the course;
- (g) Removal of the student from the course in progress;
- (h) A written reprimand to be included in the student's disciplinary file;
- (i) Disciplinary probation; or
- (j) Suspension or expulsion from the university.

(2) One or more of the disciplinary sanctions listed in sub. (1) may be imposed for an incident of academic misconduct.

Additionally the College of Natural Resources has adopted the following compact regarding professionalism:

University of Wisconsin Stevens Point College of Natural Resources-Principles of Professionalism

The College of Natural Resources at the University of Wisconsin – Stevens Point prepares students for success as professionals in many fields. As a professional, there are expectations of attainment of several personal characteristics. These include:

Integrity

Integrity refers to adherence to consistent moral and ethical principles. A person with integrity is honest and treats others fairly.

Collegiality

Collegiality is a cooperative relationship. By being collegial you are respecting our shared commitment to student education through cooperative interaction. This applies to all involved in the process: students, staff, faculty, administration and involved community members. You take collective responsibility for the work performed together, helping the group attain its goals.

Civility

Civility refers to politeness and courtesy in your interactions with others. Being civil requires that you consider the thoughts and conclusions of others and engage in thoughtful, constructive discussion to express your own thoughts and opinions.

Inclusivity

Inclusivity requires you to be aware that perspective and culture will control how communication is understood by others. While many values are shared, some are quite different. These differences in values should be both considered and respected.

Timeliness

Timeliness is the habit of performance of tasks and activities, planned in a way that allows you to meet deadlines. This increases workplace efficiency and demonstrates respect for others' time.

Respect for Property

Respect for property is the appreciation of the economic or personal value an item maintains. Maintaining this respect can both reduce costs (increase the operable life of supplies and equipment) as well as demonstrate respect for others rights.

Communication

Professional norms in communication require that you demonstrate the value of your colleagues, students, professors or others. The use of appropriate tone and vocabulary is expected across all forms of communication, whether that communication takes place face to face, in writing or electronically.

Commitment to Quality

Quality is the ability to meet or exceed expectations. By having a commitment to quality, we intend to provide a learning environment that is conducive to learning. Intrinsic to this commitment to quality is defining expectation (committed to in a syllabus through learning outcomes), implementation (with quality control in place) and assessment (where meeting of learning outcomes is determined).

Commitment to Learning

Learning is a lifelong process. By being committed to learning you are providing a model for all to follow. This model is not only professor to student but involves all combinations of people within our university and broader community

Adherence to this compact is required of the faculty and staff of the college of Natural Resources and of all students enrolled in College of Natural Resources courses.

Required Statement on Emergency Preparedness:

"In the event of a medical emergency, call 911 or use red emergency phone located outside Rm151 or 172 on the first floor; 2nd floor between Rms 252 and 255 or between Rms 219 and 221 (on other side of hall); 3rd floor by Rms 320 or 358. Offer assistance if trained and willing to do so. Guide emergency responders to victim.

In the event of a tornado warning and on the 3rd floor proceed to the southern hallways on the 1st or 2nd floors, away from the windows. Those are appropriate shelters.

In the event of a fire alarm, evacuate the building in a calm manner. Meet at the northwest corner of parking lot E. Notify instructor or emergency command personnel of any missing individuals.

Active Shooter – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders.

See UW-Stevens Point Emergency Management Plan at www.uwsp.edu/rmqf for details on all emergency response at UW-Stevens Point."

Agreement for Assumption of Risk, Indemnification, Release, and Consent for Emergency Treatment

I, _____ (print name), age _____, desire to participate voluntarily in the FOR 125 Course during the Spring Semester 2019 at the University of Wisconsin–Stevens Point.

I UNDERSTAND THAT I AM BEING ASKED TO READ EACH OF THE FOLLOWING PARAGRAPHS CAREFULLY. I UNDERSTAND THAT IF I WISH TO DISCUSS ANY OF THE TERMS CONTAINED IN THIS AGREEMENT, I MAY CONTACT

Assumption of Risks:

I understand that physical activity related to FOR 125 course, by its very nature, carries with it certain inherent risks that cannot be eliminated regardless of the care taken to avoid injuries. Some of these involve strenuous exertions of strength using various muscle groups, some involve quick movement involving speed and change of direction, and others involve sustained physical activity, which places stress on the cardiovascular system. The specific risks vary from one activity to another, but in each activity the risks range from: 1) minor injuries such as scratches, bruises, poison ivy, and sprains to 2) major injuries such as fractures, lacerations, internal injuries, joint or back injuries, heart attacks, and concussions to 3) catastrophic injuries including paralysis and death. I understand that the University has advised me to seek the advice of my physician before participating in this activity. I understand that I have been advised to have health and accident insurance in effect and that no such coverage is provided for me by the University or the State of Wisconsin. **I know, understand, and appreciate the risks that are inherent in the above-listed programs and activities. I hereby assert that my participation is voluntary and that I knowingly assume all such risks.**

Signature: _____

Date: _____

Signature of Parent or Guardian
(if Participant is Under 18): _____

Date: _____

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Signature: _____

Date: _____

Signature of Parent or Guardian
(if Participant is Under 18): _____

Date: _____

1. Course syllabus and course assignment schedule

See attached syllabus. Course Assignment Schedule appears on page 3. Though not explicitly shown on the syllabus there was a journaling task related to each wellness dimension the week it was covered in class. The task typically was to evaluate/apply/put into action the respective dimension in some way in one's life. The journaling component of the course is outlined in the grading breakdown section on page 2 of the syllabus

2. Explanation of alignment of course LOs to GEP LOs

The course LOs and the GEP LOs appear on page 1 of the course syllabus. Course LO (d) directly links the dimension of wellness to the lumberjack sports focus of the course. The GEP LOs are also explicitly listed on page 1 of the syllabus

3. Description of Assessment/Assignment

Students completed the Princeton University U Matter Wellness Self-assessment survey at the conclusion of the course. They also completed it at the beginning of the course so I could monitor (hopefully) improvement in individual wellness status. Students complete a question on the final exam related to interactions/impacts of the 7 dimensions.

4. Course Learning Activities targeting the GEP category

We target one wellness dimension a week to start the course and students are assigned an activity or tasks to complete or focus on and report out results in a reflection journal they maintain. Guest speakers during the second part of the course link the dimensions to the world of lumberjack sports to provide perspective to the students. This helps them best complete the wellness survey at semester's end and identify interactions/impacts.

5. Assessment instrument

The Princeton University U Matter Wellness Survey and a final exam question (1b) was used. Both are uploaded in campus labs.

6. Assessment Results/Graphs/Tables

29 of 29 students completed the survey at the start of the class. 28 of 29 students completed the survey at the end of the course. All 29 students completed the final exam. Assessment results are in campus labs.

7. Future Plans/Plans for Improvement

Stress interactions more to help students explicitly reflect on them. I think I took too much of a leap of faith there in the course.

8. Samples of student work (at least two levels should be represented)

8a. Student work meeting the Expectations: see attached

8b. Student work Not meeting Expectations: see attached. No file is attached for does not meet expectations as it would be just a blank survey...

1. Course syllabus and course assignment schedule

See attached syllabus. Course Assignment Schedule appears on page 3. Though not explicitly shown on the syllabus there was a journaling task related to each wellness dimension the week it was covered in class. The task typically was to evaluate/apply/put into action the respective dimension in some way in one's life. The journaling component of the course is outlined in the grading breakdown section on page 2 of the syllabus. The weekly journaling topics have been included as an attachment.

2. Explanation of alignment of course LOs to GEP LOs

The course LOs and the GEP LOs appear on page 1 of the course syllabus. Course LO (d) directly links the dimension of wellness to the lumberjack sports focus of the course. The GEP LOs are also explicitly listed on page 1 of the syllabus

3. Description of Assessment/Assignment

Students have a weekly journaling task related to the dimension covered that week with the plan for healthy living being completed over the second half of the course. Examples of just the Plan for Healthy living are attached as that that is what LO2 addresses. Though all assignments can be viewed in the attachment.

4. Course Learning Activities targeting the GEP category

We target one wellness dimension a week to start the course and students are assigned an activity or tasks to complete or focus on and report out results in a reflection journal they maintain. Guest speakers during the second part of the course link the dimensions to the world of lumberjack sports to provide perspective to the students. This helps them best complete the wellness survey at semester's end and identify interactions/impacts.

5. Assessment instrument

A complete plan for healthy living in which students set goal(s) and work toward achieving them with support from teammates.

6. Assessment Results/Graphs/Tables

All students completed the plan for healthy living, but to varying degrees of completeness. See results in campus labs.

7. Future Plans/Plans for Improvement

Stress to students that part 2 and part 3 of the plan for healthy living are cumulative and not just additive.

8. Samples of student work (at least two levels should be represented) : Plans for Healthy Living are attached.

8a. Student work meeting the Expectations: see attached

8b. Student work Not meeting Expectations: see attached.



Princeton U_Matter Wellness Self-Assessment

Wellness is not merely the absence of illness or distress – it is **striving** for positive physical, mental and social well-being. It is a **lifelong process** of **making decisions** that support a more balanced life to **maximize your potential**. There are always opportunities for enhancing your wellness and it starts with self-reflection and setting goals.

You can use this self-assessment tool to determine the areas of wellness (emotional, environmental, intellectual, occupational, physical, social, and spiritual) where you are thriving, as well as those that may need greater attention. Taking this assessment will also help you to reflect on components of health that you may not have considered before.

INSTRUCTIONS

1. Answer all the questions for each of the seven wellness dimensions.
2. Tally your points for each section and use the guide to interpret the scores.
3. Complete a *Take Action Plan*.

Explore more information about each dimension of wellness and on-campus resources available to help you by visiting <http://umatter.princeton.edu/action-matters/caring-yourself/wellness-wheel-assessment>

Emotional Wellness: understanding your own feelings and expressing emotions in a constructive way, and having the ability to deal with stress and cope with life's challenges				
	Never	Rarely	Sometimes	Usually
1. I find it easy to express my emotions in positive, constructive ways	1	2	3	4
2. I recognize when I am stressed and take steps to manage my stress (e.g., exercise, quiet time, meditation)	1	2	3	4
3. I am resilient and can bounce back after a disappointment or problem	1	2	3	4
4. I am able to maintain a balance of work, family, friends and other obligations	1	2	3	4
5. I am flexible and adapt or adjust to change in a positive way	1	2	3	4
6. I am able to make decisions with minimal stress or worry	1	2	3	4
7. When I am angry, I try to let others know in non-confrontational or non-hurtful ways	1	2	3	4

Total _____

Environmental Wellness: recognizing the interactions between yourself and your environment (natural and social), responsibly using available resources, and fostering a safer and healthier environment for others				
	Never	Rarely	Sometimes	Usually
1. I recognize the impact of my actions on my environment	1	2	3	4
2. I recognize the impact of my environment on my health	1	2	3	4
3. I am aware of and make use of campus health, wellness, and safety resources	1	2	3	4
4. I practice environmentally conscious behaviors (e.g., recycling)	1	2	3	4
5. I seek out ways to improve the social environment at Princeton	1	2	3	4
6. I contribute towards making my environment a safer and healthier place	1	2	3	4
7. I surround myself with people who support me in my journey of being healthy and well	1	2	3	4

Total _____

Intellectual Wellness: engaging in creative and mentally-stimulating activities, expanding your knowledge through cultural, artistic, or skill-based learning, and sharing knowledge and skills with others				
	Never	Rarely	Sometimes	Usually
1. I am curious and interested in the communities, as well as the world, around me	1	2	3	4
2. I search for learning opportunities and stimulating mental activities	1	2	3	4
3. I manage my time well, rather than it managing me	1	2	3	4
4. I enjoy brainstorming and sharing knowledge with others in group projects or tasks	1	2	3	4
5. I enjoy learning about subjects other than those I am required to study/in my field of work	1	2	3	4
6. I seek opportunities to learn practical skills to help others	1	2	3	4
7. I can critically consider the opinions and information presented by others and provide constructive feedback	1	2	3	4

Total _____

Occupational Wellness: getting personal fulfillment from your job or academic pursuits, and contributing to knowledge and skills, while maintaining a work-life balance				
	Never	Rarely	Sometimes	Usually
1. I get personal satisfaction and enrichment from work	1	2	3	4
2. I believe that I am able to contribute my knowledge, skills, and talents at work	1	2	3	4
3. I seek out opportunities to improve my knowledge or skills	1	2	3	4
4. I balance my social life and job responsibilities well	1	2	3	4
5. I effectively handle my level of stress related to work responsibilities	1	2	3	4
6. My work load is manageable	1	2	3	4
7. I explore paid and/or volunteer opportunities that interest me	1	2	3	4

Total _____

Physical Wellness: making choices to avoid harmful habits and practice behaviors that support your physical body, health and safety				
	Never	Rarely	Sometimes	Usually
1. I engage in physical exercise regularly (e.g., 30 mins at least 5x a week or 10,000 steps a day).	1	2	3	4
2. I get 6-8 hours of sleep each night	1	2	3	4
3. I protect myself and others from getting ill (e.g., wash my hands, cover my cough, etc.)	1	2	3	4
4. I abstain from drinking alcohol; or if I do drink, I aim to keep my BAC \leq .06	1	2	3	4
5. I avoid using tobacco products or other drugs	1	2	3	4
6. I eat a balanced diet (fruits, vegetables, low-moderate fat, whole grains)	1	2	3	4
7. I get regular physical exams (i.e., annual, when I have atypical symptoms)	1	2	3	4

Total _____

Social Wellness: building and maintaining a diversity of supportive relationships, and dealing effectively with interpersonal conflict				
	Never	Rarely	Sometimes	Usually
1. I consciously and continually try to work on behaviors or attitudes that have caused problems in my interactions with others	1	2	3	4
2. In my romantic or sexual relationships, I choose partner(s) who respect my wants, needs, and choices	1	2	3	4
3. I feel supported and respected in my close relationships	1	2	3	4
4. I communicate effectively with others, share my views and listen to those of others	1	2	3	4
5. I consider the feelings of others and do not act in hurtful/selfish ways	1	2	3	4
6. I try to see good in my friends and do whatever I can to support them	1	2	3	4
7. I participate in a wide variety of social activities and find opportunities to form new relationships	1	2	3	4

Total _____

Spiritual Wellness: having beliefs and values that provide a sense of purpose and help give meaning and purpose to your life, and acting in alignment with those beliefs				
	Never	Rarely	Sometimes	Usually
1. I take time to think about what's important in life – who I am, what I value, where I fit in, and where I am going	1	2	3	4
2. I have found a balance between meeting my needs and those of others	1	2	3	4
3. I engage in acts of caring and goodwill without expecting something in return	1	2	3	4
4. I sympathize/empathize with those who are suffering and try to help them through difficult times	1	2	3	4
5. My values are true priorities in my life and are reflected in my actions	1	2	3	4
6. I feel connected to something larger than myself (e.g., supreme being, nature, connectedness of all living things, humanity, community)	1	2	3	4
7. I feel like my life has purpose and meaning	1	2	3	4

Total _____

Calculate Your Score

Wellness Dimension	Ideal Score	Your Score
Emotional Wellness	28	
Environmental Wellness	28	
Intellectual Wellness	28	
Occupational Wellness	28	
Physical Wellness	28	
Social Wellness	28	
Spiritual Wellness	28	

Scores of 20-28: *Outstanding! Your answers demonstrate that you're already taking positive steps in this dimension of wellness. You're improving your own well-being and also setting a good example for those around you. Although you achieved a high overall score in this domain, you may want to check for low scores on individual items to see if there are specific areas you might want to address. You might also choose to focus on another area where your scores weren't so high.*

Scores of 15-19: *Your behaviors in this area are good, but there is room for improvement. Take a look at the items on which you scored lower. What changes might you make to improve your score? Even a small change in behavior can help you achieve better health and well-being.*

Scores of 14 and below: *Your answers indicate some potential health and well-being risks. Review those areas where you scored lower and review resources provided in today's Wellness Resources handout to help you develop and set achievable goals.*

Develop a Take Action Plan

Review your scores, both overall for each dimension of wellness and for individual statements. For those areas where you scored lower, consider what might have a significant impact on your daily life (e.g., interferes with your performance, causes distress, etc.) and focus on those behaviors. Then ask yourself what you feel capable of changing.

1. Which aspects of which dimensions are you ready and willing to work on?

Select one of the behaviors you listed above and take action by setting a SMART goal:

Specific – develop the details of your goal (what, where, when, why)

Measurable – define a quantity (frequency, amount, etc.) that you can measure

Attainable – do you have the means and attitude to accomplish this goal?

Realistic – consider the goal and your time-frame. Is this doable?

Time-bounded – by what deadline or time-frame do you wish to accomplish this goal?

3. What are/would be the benefits of working on this behavior? (e.g., better time management skills, improve quality of relationships)

4. *What could get in the way of achieving your goal? (e.g., struggling to find time, difficulty feeling motivated)*

5. *How can you reward yourself for achieving your desired goal? (e.g., host a get-together, treat yourself to a new outfit)*

6. *What can help you achieve your goal? (e.g., support of family or friends, seeing results)*

7. *On what date will you start? (e.g., next Monday, at the end of the school year)*

action matters

What will you do?

First electronic journal entry: "Emotional Wellness"

- Identify one or two relaxation stress reduction technique to try over the next two weeks, try them and reflect on how you are doing with it.
- Employ positive thinking – identify times during the coming two weeks in which you will apply/applied positive thinking – what was the situation? what was the positive thought you kept in your mind when facing the situation? How did it turn out?

Second electronic Journal entry: "Intellectual Wellness"

Expand your horizons! (<https://spin.uwsp.edu/>)

Attend a student group meeting for a group that is new to you

Or

Attend a campus seminar or presentation or event on a topic that is new to you
(social/athletic/entertainment and music style events excluded)

(<https://www.facebook.com/UWSPCNR>)

Canvas Journal submission: Describe the event you attended, what you learned, and include an image of you at the event (maybe you with the speaker if there was one at your event?)

Third electronic Journal entry: "Occupational Wellness"

- As the next two weeks progress, reflect on how you balance time between school/work and leisure...
- Explore Handshake, and take and submit a screen capture of your profile page.
- Explore Handshake, take and submit a screen capture of (a) an internship or summer position of interest to you and (b) a full-time position of interest to you

Fourth electronic Journal entry: "Occupational Wellness"

- Investigate and provide more details about one of the campus resources outlined earlier in this PowerPoint.
- Identify an environmentally conscious behavior you already do
- Identify another environmentally conscious behavior you will start doing and explain how you will accomplish it

Fifth electronic Journal entry: "Spiritual Wellness"

- Assess your level of spirituality relative to topics in this lecture
- Provide an example or two of your spirituality in action. If none, at present, what will you start doing?

Sixth electronic Journal entry: "Physical Wellness"

- Familiarize yourself with "Choose My Plate Daily checklist" and drop off (in the drop box) what your plan should be.
- Start thinking about how you will attain/maintain this plan (Super Tracker)
- Start tracking your physical activity (drop off progress in the dropbox)

Seventh electronic Journal entry: "Social Wellness"

- Read through information at the link below and report three instances/encounters with trust <http://umatter.princeton.edu/respect/relationships/trust>
OR
- Complete the personality "test" at 16personalities.com and reflect on (2.) how the information about your personality's (a.) strengths and weaknesses (b.) romantic relationships, and (c.) friendships can impact your social wellness

Plan for Healthy Living

Part 1 due April 18 (dropbox)

Part 2 due May 2(dropbox)

Part 3 due May 14 at time of Final (dropbox)

You and your teammates are to identify 2 dimensions to work on for Part 1

You and your teammates are to identify 3 dimensions to add for Part 2

You and your teammates are to identify the final 2 dimensions to add for Part 3

For each part, help each other on your team set goals for each dimension and your individual task is to try to reach your individual goals.

You (individually) are to electronically journal your goals and report/reflect on how you did in achieving them by the respective dates.

Support each other in reaching your goals!

The journal is CUMULATIVE and builds from previous entries (2 dimensions for part 1, 5 dimensions for part 2, and all 7 dimensions for part 3)

Forestry 125 5/14/19

Student 1



Princeton U_Matter Wellness Self-Assessment

Wellness is not merely the absence of illness or distress – it is **striving** for positive physical, mental and social well-being. It is a **lifelong process** of **making decisions** that support a more balanced life to **maximize your potential**. There are always opportunities for enhancing your wellness and it starts with self-reflection and setting goals.

You can use this self-assessment tool to determine the areas of wellness (emotional, environmental, intellectual, occupational, physical, social, and spiritual) where you are thriving, as well as those that may need greater attention. Taking this assessment will also help you to reflect on components of health that you may not have considered before.

INSTRUCTIONS

1. Answer all the questions for each of the seven wellness dimensions.
2. Tally your points for each section and use the guide to interpret the scores.
3. Complete a *Take Action Plan*.

Explore more information about each dimension of wellness and on-campus resources available to help you by visiting <http://umatter.princeton.edu/action-matters/caring-yourself/wellness-wheel-assessment>

The Princeton U_Matter Wellness Self-Assessment is a tool created by Princeton University's U_Matter initiative. It is intended for individual level self-reflection and goal-setting. In its current form, it is not a validated tool and should not be used for research or diagnostic purposes. It is not an objective assessment of wellness, but rather individual perception of wellness. Permission for appropriate use is required.

Emotional Wellness: understanding your own feelings and expressing emotions in a constructive way, and having the ability to deal with stress and cope with life's challenges

	Never	Rarely	Sometimes	Usually
1. I find it easy to express my emotions in positive, constructive ways	1	2	3	4
2. I recognize when I am stressed and take steps to manage my stress (e.g., exercise, quiet time, meditation)	1	2	3	4
3. I am resilient and can bounce back after a disappointment or problem	1	2	3	4
4. I am able to maintain a balance of work, family, friends and other obligations	1	2	3	4
5. I am flexible and adapt or adjust to change in a positive way	1	2	3	4
6. I am able to make decisions with minimal stress or worry	1	2	3	4
7. When I am angry, I try to let others know in non-confrontational or non-hurtful ways	1	2	3	4

Total 24

Environmental Wellness: recognizing the interactions between yourself and your environment (natural and social), responsibly using available resources, and fostering a safer and healthier environment for others

	Never	Rarely	Sometimes	Usually
1. I recognize the impact of my actions on my environment	1	2	3	4
2. I recognize the impact of my environment on my health	1	2	3	4
3. I am aware of and make use of campus health, wellness, and safety resources	1	2	3	4
4. I practice environmentally conscious behaviors (e.g., recycling)	1	2	3	4
5. I seek out ways to improve the social environment at Princeton <u>UWSP</u>	1	2	3	4
6. I contribute towards making my environment a safer and healthier place	1	2	3	4
7. I surround myself with people who support me in my journey of being healthy and well	1	2	3	4

Total 27

Intellectual Wellness: engaging in creative and mentally-stimulating activities, expanding your knowledge through cultural, artistic, or skill-based learning, and sharing knowledge and skills with others				
	Never	Rarely	Sometimes	Usually
1. I am curious and interested in the communities, as well as the world, around me	1	2	3	④
2. I search for learning opportunities and stimulating mental activities	1	2	③	4
3. I manage my time well, rather than it managing me	1	②	3	4
4. I enjoy brainstorming and sharing knowledge with others in group projects or tasks	1	2	③	4
5. I enjoy learning about subjects other than those I am required to study/in my field of work	1	2	3	④
6. I seek opportunities to learn practical skills to help others	1	2	3	④
7. I can critically consider the opinions and information presented by others and provide constructive feedback	1	2	3	④

Total 24

Occupational Wellness: getting personal fulfillment from your job or academic pursuits, and contributing to knowledge and skills, while maintaining a work-life balance				
	Never	Rarely	Sometimes	Usually
1. I get personal satisfaction and enrichment from work	1	2	③	4
2. I believe that I am able to contribute my knowledge, skills, and talents at work	1	2	③	4
3. I seek out opportunities to improve my knowledge or skills	1	2	3	④
4. I balance my social life and job responsibilities well	1	2	③	4
5. I effectively handle my level of stress related to work responsibilities	1	2	3	④
6. My work load is manageable	1	2	③	4
7. I explore paid and/or volunteer opportunities that interest me	1	2	③	4

Total 23

Physical Wellness: making choices to avoid harmful habits and practice behaviors that support your physical body, health and safety				
	Never	Rarely	Sometimes	Usually
1. I engage in physical exercise regularly (e.g., 30 mins at least 5x a week or 10,000 steps a day).	1	2	3	4
2. I get 6-8 hours of sleep each night	1	2	3	4
3. I protect myself and others from getting ill (e.g., wash my hands, cover my cough, etc.)	1	2	3	4
4. I abstain from drinking alcohol; or if I do drink, I aim to keep my BAC \leq .06	1	2	3	4
5. I avoid using tobacco products or other drugs	1	2	3	4
6. I eat a balanced diet (fruits, vegetables, low-moderate fat, whole grains)	1	2	3	4
7. I get regular physical exams (i.e., annual, when I have atypical symptoms)	1	2	3	4

Total

21

Social Wellness: building and maintaining a diversity of supportive relationships, and dealing effectively with interpersonal conflict				
	Never	Rarely	Sometimes	Usually
1. I consciously and continually try to work on behaviors or attitudes that have caused problems in my interactions with others	1	2	3	4
2. In my romantic or sexual relationships, I choose partner(s) who respect my wants, needs, and choices	1	2	3	4
3. I feel supported and respected in my close relationships	1	2	3	4
4. I communicate effectively with others, share my views and listen to those of others	1	2	3	4
5. I consider the feelings of others and do not act in hurtful/selfish ways	1	2	3	4
6. I try to see good in my friends and do whatever I can to support them	1	2	3	4
7. I participate in a wide variety of social activities and find opportunities to form new relationships	1	2	3	4

Total

26

Spiritual Wellness: having beliefs and values that provide a sense of purpose and help give meaning and purpose to your life, and acting in alignment with those beliefs

	Never	Rarely	Sometimes	Usually
1. I take time to think about what's important in life – who I am, what I value, where I fit in, and where I am going	1	2	3	4
2. I have found a balance between meeting my needs and those of others	1	2	3	4
3. I engage in acts of caring and goodwill without expecting something in return	1	2	3	4
4. I sympathize/empathize with those who are suffering and try to help them through difficult times	1	2	3	4
5. My values are true priorities in my life and are reflected in my actions	1	2	3	4
6. I feel connected to something larger than myself (e.g. supreme being, nature, connectedness of all living things, humanity, community)	1	2	3	4
7. I feel like my life has purpose and meaning	1	2	3	4

Total

25

Calculate Your Score

Wellness Dimension	Ideal Score	Your Score
Emotional Wellness	28	24
Environmental Wellness	28	27
Intellectual Wellness	28	24
Occupational Wellness	28	23
Physical Wellness	28	21
Social Wellness	28	26
Spiritual Wellness	28	25

Scores of 20-28: *Outstanding! Your answers demonstrate that you're already taking positive steps in this dimension of wellness. You're improving your own well-being and also setting a good example for those around you. Although you achieved a high overall score in this domain, you may want to check for low scores on individual items to see if there are specific areas you might want to address. You might also choose to focus on another area where your scores weren't so high.*

Scores of 15-19: *Your behaviors in this area are good, but there is room for improvement. Take a look at the items on which you scored lower. What changes might you make to improve your score? Even a small change in behavior can help you achieve better health and well-being.*

Scores of 14 and below: *Your answers indicate some potential health and well-being risks. Review those areas where you scored lower and review resources provided in today's Wellness Resources handout to help you develop and set achievable goals.*

Interaction/Impact:

I signed up to do a marathon this October, which forced me to focus on improving my physical wellness so I can complete this challenge. Because I had to set aside time to train, I also had to work on my intellectual wellness by improving my time management. It also improved my emotional wellness because running helps me to relieve stress and take time to reflect on my values, which boosted my spiritual wellness.

Interaction/Impact:

~~I was~~ I decided that I should commit to routinely going to church and Bible studies to improve my spiritual wellness. It also boosted my social wellness because I was able to meet quite a few people who shared my values and spiritual beliefs. Like training for a marathon, I had to be better at time management, so I boosted my intellectual wellness, and it also boosted my emotional wellness by forcing me to take time to reflect on my day and relax.

Part 1

Emotional Goal –

I will address concerns directly and constructively with my roommates when they arise. I will not blame anyone or be passive about actions that bother me.

Emotional Reflection –

Easier said than done. My roommate made a cherry pie the other night which spilled over/exploded in the oven. She took pictures of the mess and posted it on social media saying “pie making getting crazy over here! LOL!!” and did not clean it up. Being full aware of the mess and leaving it is not only inconsiderate to the other roommates but could also be a fire risk for the next person that uses the oven. I said I would directly address her but it’s been a week I’m still not sure the best way to go about it.

Another time the same roommate left a mass of hair in the shower drain. All five of us have a mutual agreement to clean the drain each time we shower. It’s understandable to forget once in a while so I went to her room to remind her. I didn’t accuse her or demand she clean it up. I said “Hey girl, I think you forgot to clean your hair up. I was looking to shower and I noticed it. No biggie.” But she responded, “No I’m pretty sure I cleaned it up. Yeah.” At that point what was I supposed to do? Say “No I know it’s your hair, please clean it”? I understand missing one or two strands but this was massive dark hair that clearly clogged the drain. I didn’t want to fight so I ended up walking away and cleaning the hair myself. She has left hair multiple times and it bothers all of the roommates but the few times I do address it, she denies it, and I’m stuck wondering what to do.

Environment Goal-

I will continue to use my eco-friendly take-out container and encourage my roommates to recycle and use dishes instead of plastic plates/cutlery.

Environment Reflection-

This week I forgot to grab my container so instead I got a sub sandwich which didn’t require a container. I don’t mind changing my diet to eliminate waste. Still working on getting my roommates to use dishes. One in particular likes to eat everything on plastic, drink bottled water, and refuses to recycle either. Yikes! The least she could do is throw the plastic water bottle in our recycling bin!

Part 2

Emotional Reflection –

There was an instance this morning where my troublesome roommate rinsed her dish off with water and put it in the drying rack. As soon as I turned to her she said “I’ll do a more thorough cleaning later.” While I’m annoyed that I’ve been eating off of unwashed plates for the past year, there’s evidence she knows it’s wrong to skip soap because of what she said. But it’s the end of the day and her dirty dish is still in the drying rack. I would be fine if we all had our individual dishes but we share them so soap is a must.

Environmental Reflection –

I got my roommate to recycle! She even threw something in the trash, looked at me, then dug it out and put it in the recycling. Perhaps my presence was all that it took, but I put the idea in her head that many items CAN and SHOULD be recycled. Still continuing to use the reusable lunchboxes. I never take any food home if I don’t have my container.

Intellectual Goal –

I will solve Sudoku puzzles between during my ‘study breaks’ instead of being on my phone.

Intellectual Reflection –

The urge to check my phone is hard to ignore! Because pulling out my Sudoku puzzles is out of my normal routine, I don’t always remember to do so. Maybe I should put a sticky note on my phone. Either that or set it on my nightstand and designate a period before I go to bed on the puzzles.

Occupational Goal –

I will contribute more ideas at work and improve the organization as much as I can.

Occupational Reflection –

I remade my work’s chore chart that had been outdated for a while. There were some discrepancies that residents would always ask me about: something like “noon time garbage was listed under two people’s names.” Luckily the Director approved of my remake and I put it into action this past weekend. Tomorrow I have Crisis Prevention Training which will hopefully supply with the tools I need to be a better employee.

Physical Goal –

I will run 6 miles a week.

Physical Reflection –

This is a tough one. So far I have been able to achieve it but I might switch the goal to working out twice a week because I've recently started kickboxing at the YMCA and that class is full of cardio but leaves me too sore to run the next day. The Allen Center and weight room at the YMCA also have some cool weight machines that I've started using (which could also strengthen me for crosscut sawing).

Part 3

Emotional Reflection –

At this part of the semester, I haven't been home much so I haven't had as much interaction with my troublesome roommate. With our lease end date approaching, our landlord gave us a list of cleaning to complete before moving out. Two other roommates and I took it upon ourselves divide the list as evenly as we could. We assigned cleaning the oven to the troublesome roommate who dirtied it with her pie back in February because we thought that was fair. A couple days later she checked off the item but the mess was still there. I made it a point to mention it casually when I finally ran into her. I politely asked if she had cleaned the oven. She responded with yes. When I pulled the oven open and said "oh I think this is filling from your pie on the bottom of the oven," she responded "oh yeah, I cleaned the top but not the bottom. I'm not done yet." So there's light at the end of the tunnel. I directly addressed my concern in a non-confrontation way, and I got assurance that she will indeed clean the rest of the oven before move out. Fingers crossed. If she ends up neglecting this duty, I will complete the task so I don't lose my security deposit.

Environmental Reflection –

Unfortunately I used a disposable take out container instead of my reusable one yesterday. I ran into a friend and made spontaneous plans so I didn't think to bring it. I did however recycle the unused lid of my container. As my roommates and I are cleaning and gradually moving out, I'm encouraging them to recycle and dispose of big items (like unwanted desks) properly. Since one roommate already took our recycling bin back to her hometown, I established a communal paper

recycling bag. Although it's inconvenient to live with less appliances (bins, plates, microwave) it's possible, and shows me that a minimalistic lifestyle is more realistic than I thought (and Mother Nature would like it too).

Intellectual Reflection –

The Sudoku puzzling has not been consistent. But I am studying instead so I can justify this substitution. Studying for finals is a sure way to exercise my intellectual wellness!

Occupational Reflection –

I've continued seeking out ways to improve the Salvation Army. Last week I had my performance review with my supervisor which I thought went well. He appreciated that I recognized a problem and fixed the chore sheet on my own. He called me an "asset" and offered me my job back when I return to campus in the fall. We also set goals to be done by January. While occupational wellness is important to me, next fall will be an experiment in terms of how I can manage a demanding job and demanding graduate schooling. In this instance I place precedence on my education and would have to reduce hours or resign from my position if it hinders my intellectual wellness.

Physical Reflection –

I've changed my goal to working out twice a week instead of running 6 miles a week. I often run 2-3 miles during my workout anyways so I often do run 6 miles/week but I don't want that to be the focus of my workout. I've enjoyed strength training, and for the first time in a while I'm seeing some progress! My mom even started calling me "Little Popeye."

Spiritual Goal –

I will be open to new religions and spiritual experiences

Spiritual Reflection –

I don't consider myself to be a spiritual person but I was never turned off to the idea. At work last weekend I asked my coworker about his spirituality to which he responded, "I'm not Christian necessarily, but I believe something's out there." He drew a resident into the conversation and he shared a story about the time he went downtown to Kindred Spirits and participated in guided group meditation/light show and soon he was looking down at himself from above while "experiencing nirvana." While the whole thing sounded pretty ridiculous to me, I wouldn't mind experiencing nirvana. My therapist introduced guided meditation to me when I was struggling with mental health and I

discarded it because it seemed ineffective and almost like she was trying to hypnotize me. Maybe I'll give it another chance.

Social Goal –

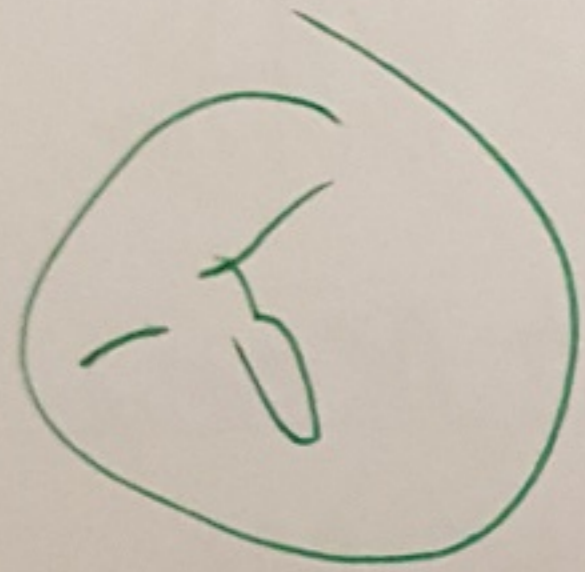
I will have a social outing every weekend

Social Reflection –

While this seems like an easy goal for a college kid to achieve, weekends are when I work. So planning social activities requires that I budget my time well. So far, this hasn't been an issue. I'm fairly confident that I can juggle work, study, and social activities effectively. Last weekend I initiated a grill out with friends and it turned out really well. The weekend before that I participated in a major-wide bar crawl. This upcoming weekend is graduation so I there will ample opportunity for social interaction

(b.) Explain
Be sur

Interaction/Impact: Spiritual was a big one for me
it impacted me positively by connecting with God
on a daily basis. By reading the Bible



Interac
I signed up
physical wellness
train, I also ha
It also improv
and take time

Interaction/Impact: Social this class helped with

Social wellness while im at school i dont
talk to many people because i couldn't connect
because im older. But practicing a sport helped connect
with others

Interac
~~I~~ I dec
Bible studies to
because I was
beliefs. Like train
boosted my int
forcing me to t

Completing the 7 Dimensions of Wellness

Not going to lie, it was hard to keep up with school, work, mental struggles, and improving my 7 dimensions of wellness. I was able to keep up with most of it though. I only really struggled with the physical and environmental. Otherwise I was able to get my homework done a day before it was due, learn one new plant a day, journal my emotions daily, write in my gratitude daily, and hang out with friends once to twice a week. I forgot to take pictures on nature daily but I did observe the beauty of spring every day. I'm not sure if it counts, but I think so. I love to see how every day the grass gets greener, the trees get fuller, the birds singing and making nest, all of it is so beautiful to me. As for my physical health, it is just hard to set aside time to exercise. For the rest of my school career I am taking less credits so hopefully I will have some more time to focus on my health as a whole.

These seven dimensions are able to apply to everyone. In our class we were looking into those who are in the Timber/Lumber Sports and how these dimensions are tied to their daily lives. With everyone we talked to there was this overarching theme to each dimension. They all had their day jobs that had to be completed for occupational, for intellectual they all were trying to learn how to do better in the sport whether it be by watching their footage or training with new people, they emotionally had to learn how to handle a loss and keep their cool along with learning how to have friends they compete against, and they always had to stay physically in shape to keep their performance from dropping, especially in the winter. Socially, they didn't seem to have many problems, they all seemed to get along and if they didn't, no drama was brought up and they kept mentioning that it was a tightknit group of people that were willing to help each other out. Environmentally they all know that they have an effect on the forest and ecosystems, but they all seemed to try to get their wood sustainably sourced to cause as little disturbance as possible. Lastly, spirituality wasn't as talked about a lot, probably to try and avoid any controversy or to not upset anyone. They all seemed to have some sort of ritual though, before each time they competed. Whether it was a prayer, being void of all emotion or pumping themselves up, they all had something. This is a beautiful sport that I will follow into my future, even if I do not play it I will greatly enjoy watching the competitions.

2018-2019 Foundation Level GEP Assessment WL (Spring)

Rubric: UWSP FLC Feedback Rubric for GEP Assessment

WL-FOR 125 01 ()

Results Access

Last Edited: 7/25/2019

Allow this completed Entry results to be viewed:

Evaluation Score

20/20 pts

Your final score is the **Average Score** taken from all of the evaluations listed below.

Send e-mail with link to individual rubric results:

Number of Evaluations **2**

Average Score 100%

Distribution of Achievements

	Not Meeting GEP Expectations	Partially Meeting GEP Expectations	Meeting GEP Expectations
Course Syllabus & Schedule	0	0	2
Explanation of Alignment	0	0	2
Description of Assignment used for the GEP Assessment	0	0	2
Course Learning Activities Targeting the GEP Category	0	0	2
Assessment Instrument (Criteria/Rubric)	0	0	2
Assessment Results & Interpretation	0	0	2
Achievement Totals	0	0	16

Distribution of Achievements	Not Meeting GEP Expectations	Partially Meeting GEP Expectations	Meeting GEP Expectations
Future Plans/Plans for Improvement	0	0	2
Samples of student work	0	0	2
Achievement Totals	0	0	16

Individual Evaluations

Evaluation 2 **Evaluation 2**

Last Edited: Reviewer 2, 7/25/2019, 1:03PM

Evaluation Score

20/20 pts

100%

Course Syllabus & Schedule

Course syllabus and a calendar/schedule of course activities and assignments show when and to what degree the GEP Category Learning Outcomes (LOs) are addressed in the course.

Comment: No Comment

Meeting GEP Expectations

3 points
out of 3

Explanation of Alignment

Explanation of alignment is expected to detail the relationship between the specific course learning outcomes and the GEP Category LOs. "Alignment" here means the relationship between each of the GEP Category LOs and what students learn in the course.

Comment: No Comment

Meeting GEP Expectations

3 points
out of 3

Description of Assignment used for the GEP Assessment

The discipline-appropriate evaluation used to assess student attainment of the targeted GEP Category LOs. Typical

assessments include papers, projects, performances, presentations, or exams.

Comment: No Comment

Meeting GEP Expectations

3 points

out of 3

Course Learning Activities Targeting the GEP Category

A detailed description of specific course activities, assignments, and/or experiences, preparing students to successfully complete the discipline-appropriate evaluation and meet expectations for achievement of the GEP LOs.

Comment: No Comment

Meeting GEP Expectations

2 points

out of 2

Assessment Instrument (Criteria/Rubric)

Specific criteria, with a clear connection to the targeted GEP Category LOs, are used to assess student work and provide them with feedback.

Comment: No Comment

Meeting GEP Expectations

2 points

out of 2

Assessment Results & Interpretation

To report the results, include both raw numbers and the percentage of students scoring at each level of attainment on each criterion assessed, as well as the interpretation of these results.

Comment: No Comment

Meeting GEP Expectations

3 points

out of 3

Future Plans/Plans for Improvement

Reflection on success of your course(s) in helping students meet expectations for the targeted GEP Category LOs and discussion of plans to maintain and/or improve performance related to these outcomes.

Comment: No Comment

Meeting GEP Expectations

3 points
out of 3

Samples of student work



Samples of student work representing at least two levels of achievement (meeting and not meeting GEP expectations) with clear indication of evaluation process.

Comment: No Comment

Meeting GEP Expectations

1 points
out of 1

General Comment: Superb Assessment and Alignment of the GEP LO.

Evaluation 1  **Evaluation 1** 

Last Edited: Reviewer 1, 7/25/2019, 1:03PM

Evaluation Score

20/20 pts

100%

Course Syllabus & Schedule

Course syllabus and a calendar/schedule of course activities and assignments show when and to what degree the GEP Category Learning Outcomes (LOs) are addressed in the course.

Comment: No Comment

Meeting GEP Expectations

3 points
out of 3

Explanation of Alignment

Explanation of alignment is expected to detail the relationship between the specific course learning outcomes and the GEP Category LOs. "Alignment" here means the relationship between each of the GEP Category LOs and what students learn in the course.

Comment: No Comment

Meeting GEP Expectations**3 points**
*out of 3***Description of Assignment used for the GEP Assessment**

The discipline-appropriate evaluation used to assess student attainment of the targeted GEP Category LOs. Typical assessments include papers, projects, performances, presentations, or exams.

Comment: No Comment

Meeting GEP Expectations**3 points**
*out of 3***Course Learning Activities Targeting the GEP Category**

A detailed description of specific course activities, assignments, and/or experiences, preparing students to successfully complete the discipline-appropriate evaluation and meet expectations for achievement of the GEP LOs.

Comment: No Comment

Meeting GEP Expectations**2 points**
*out of 2***Assessment Instrument (Criteria/Rubric)**

Specific criteria, with a clear connection to the targeted GEP Category LOs, are used to assess student work and provide them with feedback.

Comment: No Comment

Meeting GEP Expectations**2 points**
*out of 2***Assessment Results & Interpretation**

To report the results, include both raw numbers and the percentage of students scoring at each level of attainment on each criterion assessed, as well as the interpretation of these results.

Comment: No Comment

Meeting GEP Expectations**3 points**

out of 3

Future Plans/Plans for Improvement

Reflection on success of your course(s) in helping students meet expectations for the targeted GEP Category LOs and discussion of plans to maintain and/or improve performance related to these outcomes.

Comment: No Comment

Meeting GEP Expectations

3 points

out of 3

Samples of student work

Samples of student work representing at least two levels of achievement (meeting and not meeting GEP expectations) with clear indication of evaluation process.

Comment: No Comment

Meeting GEP Expectations

1 points

out of 1

General Comment: Well done! Very thorough and clear.