Personal Wellness 1600 (03N) – 100% Online

Semester Hours 2
Semester/ Year: Summer 2013
Instructors: Dr. Brian Mosier
Office Location: 2033 Coliseum
Office Hours: TBA
Telephone: Direct Line to Dr. Mosier: 678-839-5424
Department Line: 678-839-6530
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Distance Helpline after hours (Toll Free Number) 1-855-772-0423

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Fax: 678-839-6195

Communication: The official communication method to students is through campus email (myUWG). Be sure to access this several times a week to keep up-to-date on important information. This course will utilize the use of D2L. Be sure to access this daily for course information and assignments.

Online Support Email – online@westga.edu
Phone – Monday-Friday 8:00-5:00pm
678-839-6248

24 Hour Support
24Hr Online Support Center - available 24 hrs a day/ 365 days a year:
Go to http://D2LHelp.view.usg.edu to search for answers
Toll Free – 855-772-0423

COURSE DESCRIPTION:
This course will introduce the major dimensions of wellness with an emphasis on behavioral and environmental factors influencing levels of personal and community health. Examination of concepts related to a variety of health topics, including fitness, nutrition, weight management, stress management, mental health, human sexuality, diseases, and substance abuse. Focus is on decision-making and personal responsibility for lifelong wellness.

COURSE OBJECTIVES

Students will:

1. Comprehend concepts related to health promotion and disease prevention to enhance health (American Alliance for Health Education [AAHE], Standard 1, 2007).
2. Analyze the influence of family, peers, culture, media, technology, and other factor on health behaviors (AAHE, Standard 2, 2007).

3. Demonstrate how to access valid information and products and services to enhance health (AAHE, Standard 3, 2007).

4. Demonstrate how to use interpersonal communication skills to enhance health and avoid or reduce health risk (AAHE, Standard 4, 2007).

5. Demonstrate how to use decision-making skills to enhance health (AAHE, Standard 5, 2007).

6. Demonstrate how to use goal-setting skills to enhance health (AAHE, Standard 6, 2007).

7. Practice health-enhancing behaviors and avoid or reduce risk (AAHE, Standard 7, 2007).

8. Demonstrate how to advocate for personal, family, and community health (AAHE, Standard 8, 2007).

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

No text is required for this course.

Suggested Text(s):


Instructional Resources:

Useful Websites:

- Lance Armstrong Foundation – www.livestrong.com
- World Health Organization - www.who.int/en/
- Managing Stress: A guide for college students - www.uhs.uga.edu/stress/
- Centers for Disease Control – www.cdc.gov
- American Heart Association – www.americanheart.org
- American Cancer Society – www.cancer.org

**Technology Websites:**

• Google Chrome - [www.google.com/chrome](http://www.google.com/chrome)
• SITS Center at the University of West Georgia (free Microsoft software) - [http://www.westga.edu/~sits/](http://www.westga.edu/~sits/)

**Useful Tools:**

  Quick Time Support -

**ASSIGNMENTS, EVALUATION PROCEDURES AND GRADING POLICY**

**Assignment 1:**

**Discussion Boards in D2L** – For each topic, students are required to respond to the question(s) or hot topic(s) with their original opinion and **respond to two of their peer’s postings** for full credit to be earned. Student responses are to be **at least one full paragraph** with no spelling and grammatical error. A full paragraph consists of at least **four fully developed sentences**. There will be a total of 2 different discussion boards this semester. Discussion boards will not be re-opened for students that miss them once the allotted time has expired. Students get typically a minimum of a week to respond to each discussion board.

**Assignment 2:**

**Reflective and Projective Essays** -

**Essay #1:**

**Reflection** of past without concern for essay style . . . reflect back on your childhood in regard to your lifestyle in “wellness” terms. Give consideration to influences positive and negative from your family, culture, community, etc. Include reflections in each of the different dimensions of “wellness”: physical, emotional, intellectual, social, spiritual, and environmental.

**Tips:**
Past: This is where you get to “blame” or give credit to your family! Think about your family’s lifestyle while growing up . . . activity level, meals, habits formed, exposure to alcohol, tobacco, drugs, etc. Present: Are you a result of your past? Do you like yourself . . . how you are now . . . your state of “being”? If not, what changes would like to make?

**Essay #2:**

**Project** your lifestyle and personal wellness behaviors and goals for 6 months, 1 year, 5 years, and 10 years, from now. You can be creative with this such as writing in journal style or letter form to a friend or family member. Project yourself with consideration of all wellness dimensions including obvious projections such as career and family. Assuming you live to the age of 75 . . . what do you project that those who knew you will say about your life and your lifestyle?
**Tips:**
Future: This is where you get to “dream” about how you would *realistically* like to “be”! Think outside of your past and current “box”. Attempt to project yourself into the future.

**To Earn Full Credit:** Essays must be word processed in Microsoft Word and a minimum of two pages for each essay. After you have completed your essays you must be submitted in the assignment drop box. Both essays are to be single-spaced. One-inch margins on all sides, Times New Roman font, 12 pt. DO NOT cut/paste or type your essay directly into the assignments box. Students must also make sure they cover all 6 dimensions of wellness in each essay.

Assignment 3:

**Behavior Change Project -**
Students need to determine *one* aspect about themselves that they would like to change, such as stop smoking, improve his/her physical fitness, or improve his/her eating habits. Students will complete the “Making Wellness Work for You” instrument (25 points). Students will log all progress towards goal (25 points). Students must project in a multimedia format (i.e. PowerPoint, video, etc.) at the end of the semester (50 points).

**Evaluation Procedures**

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<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Discussion Boards (2 @ 30 points each)</td>
<td>60 points</td>
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<tr>
<td>Reflective/Projective Essays (20 points each)</td>
<td>40 points</td>
</tr>
<tr>
<td><strong>Behavior Change Project:</strong></td>
<td></td>
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<tr>
<td>Making Wellness Work for You Instrument........</td>
<td>25 points</td>
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<tr>
<td>Behavior Tracking Log (10 day minimum).........</td>
<td>25 points</td>
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<tr>
<td>Multimedia Project..................................</td>
<td>50 points</td>
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</tbody>
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**Grading Policy:**
A = 200 – 180 points (90 – 100 %)
B = 179 – 160 points (80 – 89 %)
C = 159 – 140 points (70 – 79 %)
D = 139 – 120 points (60 – 69 %)
F = 119 or below (0 – 59 %)

**CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

**Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connection and Student Handbook* and the *Graduate Catalog*.

**Disability:** All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom
accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Extra Credit: No extra credit is provided in this course.

Late Work: All assignments are due prior to class on the assigned date. Late assignments (without prior consent of the instructor) will not be accepted. Missed assessments (without prior consent of the instructor) cannot be made up.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information.

Technology Needs for Course: Students must have a computer that meets these minimum requirements:
• 500 MHZ
• 256 MB RAM
• Microsoft Office 2010 or higher. You can obtain a free copy of this software for your home or office computer through the SITS center on front campus drive.
• Speakers on their computer or a headset. (Youtube clips, videos, narrated notes)

Professionalism: Students are expected to conduct themselves professionally. This is an essential quality for all professionals, no matter what your major is. Professionalism includes, but is not limited to, the following:
• Participating in interactions and class activities in an online environment in a positive manner
• Collaborating and working equitably with students in the class, when appropriate
• Actively participating in class or online each day/week
• Maintaining constant communication within the course
• Turning in assignments on time

Outline

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<tr>
<th>Week</th>
<th>Activity</th>
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| Week 1 | o  Introduction Module  
|        | o  Introduction Discussion Board  
|        | o  Reflective/Projective Essays  |
| Week 2 | o  Upload “Making Wellness Work for You” Instrument  
|        | o  Instructor/Student Phone Based Discussion – Discuss Area of Change  
|        | o  Discussion Board on Portion Distortion  |
| Week 3 | o  Upload Behavior Tracking Chart  
|        | o  Discussion Board on Behavior Tracking Chart  |
| Week 4 | o  Discussion Board on Personality Assessment  
|        | o  Multimedia Project on Behavior Change  |
Due Dates

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date</th>
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<tbody>
<tr>
<td>Assignment 1 - Discussion Boards and 2 Peer Postings</td>
<td>5:00 pm, Friday of assigned week</td>
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<tr>
<td>Assignment 2 – Reflective/Projective Essay</td>
<td>June 9&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Assignment 3 – Multimedia Project on Behavior Change</td>
<td>June 9&lt;sup&gt;th&lt;/sup&gt; &amp; June 23&lt;sup&gt;th&lt;/sup&gt;</td>
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