**Wellness and Public Health Course Overview**

The overall aim of the wellness and public health course is to provide content about basic principles of wellness and specific content about the eight dimensions of wellness. This basic content is provided through an online textbook. In addition to the textbook content, instructors provide course specific applications of course content to critical health issues, economic, political, and cultural influences on health and wellness; concepts related to improving and maintaining optimal health and wellness, and basic concepts and principles of wellness for the self-appraisal of the eight dimensions of wellness.

The course objectives include:

1. Identify and define the eight dimensions of wellness.
2. Identify methods to improve the eight dimensions of wellness.
3. Understand how individual wellness and community wellness are related.
4. Understand the foundations of personal wellness with consideration of gender, ethnicity, environment, and genetics.
5. Understand Theories and strategies helpful in changing personal and global wellness behaviors.
6. Understand basic behavior change concepts and be able to apply these concepts to current health practices.
7. Understand the benefits associated with a lifetime wellness program.
8. Determine how your personal history and wellness impact your wellbeing.

Both the textbook and the instructor are necessary to ensure a positive academic learning experience for the students. The course textbook provides information on how to identify and define the eight dimensions of wellness and basic information about how these concepts apply to personal and global wellness (course objectives: 1, 2, 3, 5 and 7). The instructor is responsible for enhancing the understanding of these concepts and applying these concepts to individuals, relevant communities and applying behavior change concepts to enhance wellness outcomes (course objectives: 3, 4, 5, 6, 7 and 8). These outcomes are accomplished through online interactions, relevant examples and applications provided in each module by the instructor, application concepts within the assignments and individualized feedback.

Specifically the teacher will:

* Nurture connections and interaction through with the students via email, announcements, office hours and additional communications as requested by the student and teacher.
* Provide specific and relevant strategies for students to apply content knowledge to enhance the transfer of student knowledge to current individual and global health behaviors and practices.
* Provide extension activities based on reflection responses that correspond to student’s environment, needs and level of understanding.
* Share exemplary student responses that highlight an aspect of wellness
* Provide formative feedback to students individually and class wide based student responses and/or current wellness applications.

**Wellness and Public Health Syllabus**

**Course Description**

Review content and theory associated with basic health information, critical health issues, economic, political, and cultural influences on health and wellness; concepts related to improving and maintaining optimal health and wellness, and basic concepts and principles of wellness for the self-appraisal of the eight dimensions of wellness.

**Course Objectives**

By the end of this course, you should be able to:

1. Understand the foundations of personal wellness with consideration of gender, ethnicity, environment, and genetics.
2. Understand how individual wellness and community wellness are related.
3. Identify and define the eight dimensions of wellness.
4. Understand Theories and strategies helpful in changing personal and global wellness behaviors
5. Understand basic behavior change concepts and be able to apply these concepts to current health practices.
6. Understand the benefits associated with a lifetime wellness program.
7. Determine how your personal history and wellness impact your wellbeing.
8. Identify methods to improve the eight dimensions of wellness.

**Materials and Resources**

The textbook for this course will be available within the Canvas modules. Your instructor will provide additional instructional content throughout the semester.

**Contact**

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Office: KINE Building, 301 Wire Road

Office Hours: Monday/Tuesday 2:00 p.m. – 3:00 p.m.

**Online Student Learning Expectations**

All students in this course are expected to have all the equipment and software needed to be successful in the course.

All students are expected to contribute to their own learning as active and well-prepared participants. Weekly modules will provide various opportunities for reading, reflection, applied experiences, collaboration, and writing. Since these activities are woven through the entire week and generally do not require your “electronic presence” at any particular time or day, there should be no need to "miss" class. You should plan on spending the same amount of preparation and “in class” time on this course as you would if you were taking the course face-to-face.

 Course Structure

The course will follow this general pattern:

* At the start of each module, students will review the module objectives.
* Throughout each module, students will study the content on the course lecture pages, being sure to view any videos provided on the page.
* Your instructor will provide additional course content throughout the module which will assist you in applying the content knowledge from the textbook and lectures. This may include:
	+ Communication and interaction through via email, announcements, office hours and additional communications as requested by the student and/or teacher.
	+ Specific and relevant strategies to apply content knowledge to enhance the transfer of student knowledge to current individual and global health behaviors and practices.
	+ Extension activities based on reflection responses that correspond to your environment, needs and level of understanding.
	+ Sharing exemplary student responses that highlight an aspect of wellness.
	+ Formative feedback to students individually and class wide based student responses and/or current wellness applications.
* At the end of each module, students will complete a knowledge check quiz, a checklist, and personal wellness reflection activity.

**The syllabus is subject to change at the discretion of the class instructor. Students will be notified in a timely manner of any syllabus changes via email.**

**Assignments**

At the end of each module, you will complete a:

1. A knowledge check quiz. This activity will assess how well you understood the module content. The quizzes are objective-style questions based on the lecture material contained in the videos, PowerPoint, and/or written material in each module. Each quiz is timed and can only be taken once so pay close attention to the due dates!

2. A wellness checklist. At the end of each module, you will complete a list of questions that assess your current behaviors associated with a dimension of wellness. There are no right or wrong answers, but you must complete all the questions with True or False to earn full credit.

3. Wellness reflection activity. At the end of each checklist, you will be directed to answer a reflection question. This activity will ask you to assess your current behaviors and name one action item that you can take in the next week to improve your area of wellness.

 **The wellness checklist and the wellness reflection activity are contained in one assignment for a total of 25 points.**

 A complete list of assignments and due dates is posted on the Assignment page.

 You can also view assignments by accessing your **Calendar.**

**Grading and Evaluation**

Achievement in this course will be assessed through the completion of the following activities:

|  |  |
| --- | --- |
| Assignment Type | Points |
| Knowledge quizzes (10) | 100 |
| Wellness checklists (8) | 100 |
| Wellness Reflections (8) | 100 |
| **Total** | **300** |

**Grading Scale**

Grades are determined on straight percentages as follows:

|  |  |  |
| --- | --- | --- |
| Letter | Points | Range |
| A | 270 - 300 | 89.45%+ |
| B | 240 - 269.9 | 79.45-89.44% |
| C | 210 - 239.9 | 69.45-79.44% |
| D | 180 - 209.9 | 59.45-69.44% |
| F | Below 180 | Below 59.45% |

**You can view your grades accumulated throughout the semester on Canvas. I will not round or give any points at the end of the semester. Please do not ask.**

At Auburn University, a 4.0-grade scale is used. An A equals 4.0; B, 3.0; C, 2.0; D, 1.0; and F equals 0.0. Students must maintain a 2.0 average GPA in all courses in order to progress in this program. If addition, students must earn at least a D in each individual course in order to earn credit and progress to the next course.

**Posting/Appealing Exam and Assignment Grades**

All exam and assignment grades will be posted to Canvas. Students will have **five business days** from the date that the exam/assignment scores are posted on Canvas to send an email to the instructor requesting grade adjustments on their work. To appeal a grade that you have received, please compose and send an email to your instructor writing out the exam or assignment in question, indicating the answer you submitted, and providing a written justification from the reading/class notes/etc. on why you think your answer is correct.

Once received, the instructor may or may not communicate with you regarding your appeal. Ultimately, the instructor will render a decision. **If no appeal is sent to the instructor after five business days, the assignment score is final.** Failure to monitor your progress as the semester progresses does not warrant a re-grade on assignments evaluated earlier in the semester. Once the 5-day appeal period has passed, students forfeit their right to have the graded material reassessed at a later date.

**\*\*College of Education SONA EXTRA CREDIT OPPORTUNITY**

Your class has the opportunity to participate in the online research participation system, College of Education SONA. You will receive an email from SONA that enables you to sign up for research solicitations. If you do not receive this email by the third week of classes, please email **sona@auburn.edu**. If you are under 19 years of age you must get your parent’s consent to participate in each study. Forms are available online. It is your job to make sure that your earned extra credit goes to the correct course. You can modify this in your student SONA account. If you sign up for a study that has appointments, you are expected to attend. If you need to cancel, follow the directions for canceling an appointment for that study. Please pay attention to the cancellation deadlines for that study. If you fail to do so you will be marked as a “no-show” in SONA. Two “no-show” designations will result in you being locked out of SONA for the semester and you will not be able to receive extra credit through research participation for that semester.

Your instructor is not affiliated with SONA, so participation or non-participation will not influence your status in this course, other than the extra credit points you can earn. SONA will report the number of credits you have earned to the instructor of the course you select when registering for research solicitations.

 There are several SONA systems on campus. To receive credit in this course you must participate in the College of Education SONA. ½ points will not be credited to the final grade.

The School of Kinesiology or your instructor is not responsible for the availability or lack of availability of SONA extra credit.

      ½ points will not be credited to the final grade.

1 30-minute session = 1 credit

2 credits = 1 point added to the final grade

4 credits = 2 points added to the final grade

6 credits = 3 points added to the final grade

8 credits = 4 points added to the final grade

10 credits = 5 points added to the final grade (maximum allowed)

**Course Policies**

**Late Assignment Policy**

Please pay close attention to the due dates posted on the syllabus. No late assignments will be accepted after the due dates.

**Attendance**

Due to the nature of this course, there is no formal attendance policy. However, students are expected to follow the course outline and will be held responsible for all content covered in the syllabus, and expected to meet all posted deadlines.

**Make-Up Policy**

Due to the nature of this course, there is no formal make-up or excused absences policy. You have several weeks to complete quizzes and assignments throughout the semester. However, if an extraordinary circumstance occurs and a deadline needs to be missed or cannot be completed in the time assigned you must contact the instructor immediately to explain the circumstances, and the instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor about this prior to the occurrence, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

**Professionalism**

As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

**Program Policies**

**Academic Integrity**

The University is conducted on a basis of common honesty.  Dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University is regarded as particularly serious offenses.  Any form of this type of conduct will not be tolerated.

Auburn University has adopted an Honor System proposed by its students and faculty to promote academic integrity and has enacted the following code:

*“We, the faculty, instructors, and students of the (University course here) pledge to fulfill our mutual responsibilities to each other and the academic community at large with honor and integrity in order to build and maintain a climate of respect and trust that will enhance our research, teaching, and learning. We will support the Honor System of the School, and will not tolerate activities that undermine academic integrity.”*

Academic dishonesty is an offense that will be reported to the Academic Honesty Committee. Please refer to the following document for further information regarding academic honesty: [Auburn University Student Academic Honesty Code](https://sites.auburn.edu/admin/universitypolicies/policies/academichonestycode.pdf)

All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Usage of AI on Assignments**

Not only is using AI a form of plagiarism, it does not produce the outcomes desired of this course, to wit -- you actually *changing*your behaviors to enhance your well. Instead, it is a cheap and easy way to complete an assignment without any appropriate reflection and understanding of your current circumstances. Further, it doesn't show you have learned any helpful strategies from taking the course. **Students suspected of using AI to answer assignment questions will not receive full credit for the assignment(s) in question.**

During this course, you will complete a number of reflection and goal-setting tasks related to each of the modules.
The standard formatting for these are two recurring statements:

1. State one way in which you can enhance physical wellness.
2. In two to three sentences, describe how you can use self-regulatory strategies and/or habit formation to enhance physical wellness.

In this case, the example is from physical wellness (others will be financial, spiritual, emotional etc.).

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**Look at the following examples of task 1.**

*1. State one way in which you can enhance ..............*

|  |  |  |
| --- | --- | --- |
| **A good answer** | **An insufficient answer** | **An AI generated answer** |
| * *I can enhance physical wellness by limiting the amount of times a week I eat fast food.*
* *I can enhance financial wellness by investing monthly into a Roth IRA.*
 | * *I can enhance physical wellness by eating less fast food.*
* *I can improve my spiritual wellness by going to church*
 | * *I believe that I can improve my financial well-being by establishing a detailed budget that is aligned with my monthly earnings and conscientiously adhering to that budget over the course of the year.*
 |
| ***This response lists your goal and provides a specific strategy for achieving it.*** | ***These answers are too general (eating less, going to church), without including the "by" clause that follows.*** | ***This answer is overly wordy (a great AI giveaway), uses elaborate (rather than simple) words [conscientiously adhering] and adds details that are superfluous (e.g., over a year).***  |
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**Look at the following examples of task 2.**

*2. ... describe how you can use self-regulatory strategies and/or habit formation*

|  |  |  |
| --- | --- | --- |
| **A good answer** | **An insufficient answer** | **An AI generated answer** |
| * *I can use a self-regulatory strategy that involves sitting down before grocery shopping every week and coming up with a list of ingredients to make food at home instead of planning to eat out. I can form a habit of doing this every week on Sunday to set myself up for success in the coming week. [financial wellness]*
* *I can complete this plan by setting aside a specific time within my day to check social media (time management) as well as I can set a goal to only use social media for one hour every day (goal setting). By placing a time limit of one hour for all social media apps on my phone, I will be able to watch how much time I spend on social media each day (self-monitoring). [emotional wellness]*
 | * *I can set up a system to withdraw a certain percentage from my income. [financial wellness]*
* *I workout 5-6 days a week but mostly strength training. I could do self regulatory in alcohol use and size of cheat meals on weekends. I can tend to make my diet much harder the next week over how much I eat and drink on Fridays and Saturdays.  (physical wellness).*
 | * *You can use self-regulatory strategies and habit formation to enhance financial wellness by setting specific financial goals, like saving a certain amount each month or paying off debt by a certain date. Break these goals down into smaller steps, and establish regular habits, like reviewing your budget weekly or automating savings transfers, to keep yourself accountable and on track. Consistently practicing these habits over time will help you build financial discipline and achieve greater stability and security.*
 |
| ***This response provides two straight forward responses (a) the strategy, and (b) how you will make this a habit)*** | ***Neither answer provides details of the specific strategies and habits.******While there are some good points here, I need more specifics on the strategies. How WOULD you regulate your alcohol use, how WOULD you adjust the size of your meals.******Those are the things the question is asking for.*** | ***This answer is overly wordy (a great AI giveaway), and does not present the case in first person (i.e., I will).  You can see how the sentences are written as directives to someone, not a personal plan of the student. Any excessively long answers are an immediate "red flag".*** |
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**Accessibility**

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Please note that accommodations are not retroactive. Accommodations begin after: (1) a meeting with the Office of Accessibility to determine appropriate accommodations; and (2) a meeting with the Instructor arranged by the student.

**All assignments are due on SATURDAYS BY 8:00PM.**

| **Date** | **Details** | **Due** |
| --- | --- | --- |
| Week 1 | Syllabus Quiz | due by 8pm |
|  |  |
| Week 2 | Module 0 (Behavioral Change and Habit Formation) Quiz | due by 8pm |
|  |  |
| Week 3 | Module 1 Knowledge Quiz | due by 8pm |
| Module 1 Wellness Checklist and Reflection | due by 8pm |
| Week 4 | Module 2 Knowledge Quiz | due by 8pm |
| Module 2 Wellness Checklist and Reflection | due by 8pm |
| Week 5 | Module 3 Knowledge Quiz | due by 8pm |
| Module 3 Wellness Checklist and Reflection | due by 8pm |
| Week 6 | Module 4 Knowledge Quiz | due by 8pm |
| Module 4 Wellness Checklist and Reflection | due by 8pm |
| Week 7 | Module 5 Knowledge Quiz | due by 8pm |
|  | Module 5 Wellness Checklist and Reflection | due by 8pm |
| Week 8 | Fall Break |  |
|  |  |
| Week 9 | Module 6 Knowledge Quiz | due by 8pm |
| Module 6 Wellness Checklist and Reflection | due by 8pm |
| Week 10 | Module 7 Knowledge Quiz | due by 8pm |
| Module 7 Wellness Checklist and Reflection | due by 8pm |
| Week 11 | Module 8 Knowledge Quiz | due by 8pm |
|  | Module 8 Wellness Checklist and Reflection | due by 8pm |
| Week 12 | Review | due by 8pm |
| Week 13 |  |  |
|  |  |  |  |
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|  |  |  |  |