



Course Syllabus: Design Worksite Wellness
Gordon T. & Ellen West College of Education
SPAD 5823 January 19th -March 20th

Contact Information

Instructor: Dr. Carrie Taylor
Office Hours: Wednesday 11-1
Thursday 8-9:30
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Course Description

This course will strongly emphasize understanding a holistic approach to wellness in the workplace. It will prepare students to design, implement, and evaluate workplace wellness programs with solutions. You will have a blueprint for a results-oriented wellness program that will create health within organizations by establishing wellness teams, collecting data, designing activities, using appropriate interventions, staff engagement, and building a lasting workplace wellness culture. Extensive knowledge of nutrition, exercise, sleep hygiene, and stress management will provide critical knowledge needed.

Instructor Response Policy

During the week, I check my email throughout the day (MTWR). I will typically respond to your emails with 12-24 hours. Any emails received over the weekend will receive a response the following Monday. Do not expect a response during the evening hours or over the weekend. Emails received during an academic break will be answered once we return to campus.

Before emailing, make sure to follow the “Three then Me” rule. The “Three then Me” rule says that you search for your answer regarding the course in at least three other places before emailing me. For example, if you have a question about an assignment, consult your syllabus, your grading scale or rubric, or the assignment description on Desire 2 Learn. Please check three sources before emailing me your question. It is very likely you’ll find the answer and not need to email me. If you don’t find the answer, and need clarification, feel free to email me.

Textbook & Instructional Materials

This course will have articles within each module. There is not a textbook required, researching the library and the internet will be required.

APA Publication Manual, 7th Edition
[Purdue OWL: APA Formatting and Style Guide](#)

Required Technology Skills

All students must have internet access and be able to: send and receive e-mail, create, send and receive Microsoft Word, Excel, Publisher or PowerPoint documents; use Google documents, sites & slides, use Desire 2 Learn portal through MSUTexas portal, and ZOOM Meeting platform for class assignments/meetings &

presentations, post to discussion boards, appropriately use internet links and websites such as Google Docs, Sites, Slides, YouTube, etc.

Taking an online class requires access to a computer (with Internet access) to complete and upload your assignments. You are responsible for having (or having access to) a working computer in this class.

****Assignments are due by the due date, and personal computer technical difficulties will not be considered a reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.***

Computers are available on campus in various areas of the buildings and the Academic Success Center. Your computer being down is not an excuse for missing a deadline!! There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, a student helpdesk is available to you. The college cannot work directly on student computers due to liability and resource limitations; however, they can help you connect to our online services. For help, log into [D2L](#).

Student Email Usage

Students are required to use their D2L email address for all correspondence during this course. Check that your D2L email address is listed in your D2L Personal Information. Using your D2L address ensures your privacy. If you have a different email account, you can forward your D2L email to that account, but I will only send and respond to emails within the D2L portal or from an MSUTexas address. Please make sure to include your name and course number on any email that you send. You must check your D2L email at least two (4) days per week. When emailing, please include the class number and a detailed explanation of the purpose of the email. Also, do not email any assignments.

Course Objectives/Learning Outcomes

1. To identify the knowledge needed to support and enhance health
2. To define the characteristics of workplace wellness programs
3. To identify the impact of corporate wellness programs on employee health and medical costs
4. To identify the types and effectiveness of incentives for employee participation in wellness programs
5. To execute the steps involved in developing a wellness program
6. To demonstrate knowledge of the current research and literature on workplace wellness
7. To demonstrate knowledge of program design and delivery
8. To identify methods for evaluating program effectiveness
9. To have extensive knowledge of nutrition, exercise, sleep hygiene, and stress

Assignments:

Week	Assignments	Due Date
Week 1	Video Link in Content	Jan. 22nd
Week 2	Heart Centered Leader	Jan. 30th
Week 3	Value of Worksite Wellness	Feb. 6th
Week 4	Podcast Mental Health in Sport Program in Content	Feb. 13th
Week 5	Comparative Wellness Benchmark	Feb. 20th
Week 6& 7	Mental Health Plan	March 6th
Week 8	Video Peer Feedback in Content	March 18th

Assignments Points:

Assignments	Points
Video Introduction	40
Heart Centered Leader	100
Value of Worksite Wellness	100
Podcast Mental Health Programs	100
Comparative Wellness Benchmark	100
Mental Health Plan	200
Trauma Video and Peer Feedback in Content	100
Total	740

Total points for final grade.

Grade	Points
A = 90%	666-740
B = 80%	592 – 665
C = 70%	444- 592

Late Work

No late work is accepted. If it is extenuating circumstances, it will not be accepted without pre-approved by the instructor to be submitted late.

AI

The use of AI is not permitted in this course. All work is to be your original work. If you plan on using any type of grammar program, upload your original before corrected by the software.

Course Continuity During Severe Weather:

Since this is an online course, typical weather events should not affect our class activities. However, in the unlikely case of a major winter storm that causes regional power outages, assignment deadlines would be postponed until electricity and internet access are restored. If forecasts predict a high possibility of such a severe weather occurrence, I encourage completing work early as a precaution against potential technology disruptions. But barring a significant outage event, we will maintain normal course operations even during winter storm weather. Please reach out with any questions or concerns related to weather issues that could affect participation.

Student Handbook

Refer to: [Student Handbook 2025-2026](#)

Academic Misconduct Policy & Procedures

Students are expected to behave academically, interpersonally, professionally, and collaboratively in a manner consistent with standards set by the West College of Education.

AI

As a participant in the Master of Sport Administration program, your engagement in research and study related to the course topics is specifically crafted to equip you with the essential knowledge needed for success in your professional role. Relying solely on artificial intelligence to generate papers, followed by its application in examples, raises a fundamental question about the depth of your own learning. True learning occurs when we actively engage with the material, conduct independent research, compose our own papers, and then apply the acquired knowledge to relevant examples. This active involvement in the learning process enhances understanding and prepares you to make well-informed decisions effectively. Therefore, I encourage you to take charge of your research, write your own papers, and apply your learning to real-world scenarios, fostering a comprehensive and personal grasp of the subject matter.

Students must disclose this fact and provide appropriate attribution to the AI tool used. Most importantly, you must provide citations and references for all generative AI information used. Since generative AI information is

not reproducible, you should save copies of the information you obtained and include those documents in appendices attached to your paper or project. Full citation information can be found at the APA How to Cite link. [How to Cite ChatGPT](#)

Plagiarism Statement

“By enrolling in this course, the student expressly grants MSU a ‘limited right’ in all intellectual property created by the student for this course. The ‘limited right’ shall include but shall not be limited to the right to reproduce the student’s work product to verify originality, authenticity, and educational purposes.” [Student Handbook/Academic Dishonesty](#)

Academic Dishonesty

Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work, not the individuals to whom credit is given). Additional guidelines on procedures in these matters may be found in the [Office of Student Conduct](#).

Plagiarism is the use of another’s thoughts, words, ideas, or line (including text written by a generation system or artificial intelligence tool) in your own work without appropriate documentation (a parenthetical citation at the end and a list on the Reference Page)-whether you use that material in a quote, paraphrase, or summary. At the very least, plagiarism will result in an F on the assignment; at worst, the consequence will be an F in the course. Offenders will be reported to the Kinesiology and Sports and Leisure Department Chair and the Dean of Students.

Plagiarism is a serious academic offense and goes against the principles of integrity and originality that are essential in an educational setting. In this course, we uphold a zero-tolerance policy towards plagiarism and the use of AI-generated content without proper attribution. It is crucial that all students understand and adhere to this policy to maintain the academic integrity of the course.

Self-plagiarism refers to submitting work for credit that is the same or substantially similar to work prepared or submitted for another course, without appropriate citation. This includes reusing previous assignments, papers, presentations, or other submissions without instructor approval. Self-plagiarism gives the impression of original work, when in fact the content has already been submitted for assessment elsewhere.

Any instance of plagiarism, AI generated content, and/or self-plagiarism will be subject to disciplinary action in accordance with the Academic Integrity Policy outlined in the [Student Handbook-2025-2026](#).

By enrolling in this course, you acknowledge and agree to comply with this plagiarism and AI-generated content policy, understanding the importance of academic integrity in our learning community.

Important Dates

Deadline to file for graduation:. Check date [Academic Calendars](#).

Last Day to drop with a grade of “W”:. Check date [Academic Calendars](#).

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials,

and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor. Located on the front login page of d2l is the help desk. [D2L Help](#)

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on university property or at University-sponsored activities.

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

References

Additional Readings and References

Person, Ashley Lynne, et al. "Barriers to Participation in a Worksite Wellness Program." *Nutrition Research and Practice*, vol.4, no. 2, 2021, p., <https://doi.org/10.4162/nrp.2021.4.2.149>

Aldana, Steven G., et al. "A Review of the Knowledge Base on Healthy Worksite Culture." *Journal of Occupational and Environmental Medicine*, vol. 54, no 4, 2012, pp. 414-419., <https://doi.org/10.1097/jom.0b13e31824be25f>.

Publication from the Wellness Council of America

Leadership Lesson from a Three-Star General: An expert interview with Lt. General Kowalski
Creating High-Performing Wellness Teams: An expert interview with Dr. Joel Bennett

Levy, D. E., & Thorndike, A. N. (2018). Workplace wellness program and short-term changes in health care expenditures. *Preventive medicine reports*, 13, 175–178.
<https://doi.org/10.1016/j.pmedr.2018.12.019>

Jones, D., Molitor, D., & Reif, J. (2019). What do Workplace Wellness Programs do? Evidence from the Illinois Workplace Wellness Study. *The quarterly journal of economics*, 134(4), 1747– 1791. <https://doi.org/10.1093/qje/qjz023>

Song Z, Baicker K. Effect of a Workplace Wellness Program on Employee Health and Economic Outcomes: A Randomized Clinical Trial. *JAMA*. 2019;321(15):1491–1501. doi:10.1001/jama.2019.3307

Ryan, M., Erck, L., McGovern, L., McCabe, K., Myers, K., Nobrega, S., Li, W., Lin, W.-C., & Punnett, L. (2019). "Working on wellness:" protocol for a worksite health promotion capacity building program for employers. *BMC Public Health*, 19(1). <https://doi.org/10.1186/s12889-019-6405-1>

Ablah, E., Wilcox, E. A., & Honn, A. (2019). The cons of traditional worksite wellness interventions and a proposed model. *Public Health Reports*, 134(4), 319–323. <https://doi.org/10.1177/0033354919845683>

CE module: Return on investment of Workplace Wellness: Evidence from a long-term care company. (2021). *Workplace Health & Safety*, 69(2), 91–91. <https://doi.org/10.1177/2165079920983936>

Gebhardt, D. L., & Crump, C. E. (1990). Employee fitness and wellness programs in the workplace. *American psychologist*, 45(2), 262.

Baun, W. B. (n.d.). Md Anderson Cancer Center Employee Wellness Program journey. *Corporate Wellness Programs*, 165–190. <https://doi.org/10.4337/9781783471706.00018> Gubler, T.,

Larkin, I., & Pierce, L. (2018). Doing well by making well: The impact of corporate wellness programs on employee productivity. *Management Science*, 64(11), 4967–4987. <https://doi.org/10.1287/mnsc.2017.2883>