



**Midwestern State University
Gordon T. & Ellen West College of Education
Design Worksite Wellness SPAD 5823**

January 17th-March 10th

Course Syllabus Spring 2023

Course Instructor

Dr. Carrie Taylor
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Office 940-397-4874
e-mail: Carrie.taylor@msutexas.edu
All appointments through email.

Office Hours

Monday & Wednesday 8:00-9:00
Tuesday & Thursday 8:00-9:00
The information for this class will be found on Google Sites and from your research.

RESOURCE

Purdue OWL: APA Formatting and Style Guide -All written assignments will be APA 7th edition formatted, reference page, in-text citations, and title page.

<https://owl.english.purdue.edu/owl/resource/560/8/>

Google Hyperdoc: https://docs.google.com/document/d/1CgNM1dPP1DHX4R2-gYKtTRosopjt_N1T/edit?usp=sharing&ouid=101277424509418823444&rtpof=true&sd=true

Course/Catalog Description

This course will place a strong emphasis on 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, the design of activities, using appropriate interventions, staff engagement, and creating lasting workplace wellness culture. Extensive knowledge of nutrition, exercise, sleep hygiene, and stress management will provide critical knowledge needed.

Technology Skills

Must be able to send and receive email
Must be able to create, send and receive Microsoft Word, Excel, Publisher, or PowerPoint documents and log in to your Google Account to access Google Sites (All students have an MSU Google Email) Must be able to use Desire 2 Learn portal

Must be able to download and utilize Flip

Must be able to appropriately use internet links and websites

Communication Policies

Before you email me, 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 you email me. For example, if you have a question about an assignment, you should consult your syllabus, your grading scale or rubric, or the assignment description on D2L. Remember, check three sources before you email me your question. You’ll likely find the answer and not need to email me. If you don’t find the answer and need clarification, feel free to email me.

During the week, I will typically respond to your emails within 24-48 hours. Any emails received over the weekend will receive a response no later than Monday by noon.

Student Email Usage: You must use your MWSU email address for **all** correspondence during this course. Check that your MWSU email address is the one listed in your D2L Personal Information. Using your MWSU address ensures your privacy. If you have a different email account, you can forward your MWSU email to that account, but I will only send and respond to emails within the MWSU address. Please make sure to include your name and course number in any email that you send. You are required to check your MWSU email a minimum of 4 days per week.

Conceptual Framework Overview

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- Learning Environment – Graduates of West College of Education (GWCOE) create challenging, supportive, and learner-centered environments in diverse settings
- Individual Development - GWCOE demonstrate knowledge of individual differences in growth and development
- Diverse Learners - GWCOE recognizes the value and challenges of individual differences:
- Reflection - GWCOE engages in individual and group reflection to improve practice.
- Collaboration, Ethics, Relationships - GWCOE develops positive relationships, uses collaborative processes, and behaves ethically.
- Communication - GWCOE communicates effectively both verbally and nonverbally through listening, speaking, reading, and writing.
- Professional Development - GWCOE actively engages in continuous learning and professional development.
- Strategies and Methods - GWCOE uses a variety of instructional strategies aligned with content to actively engage diverse learners.
- Content Knowledge - GWCOE demonstrates mastery of the content area(s) and remains current in their teaching fields.
- Planning Process - GWCOE demonstrates effective planning as part of the instructional cycle.
- Assessment - GWCOE demonstrates formative and summative techniques to plan,

modify, and evaluate instruction.

WELCOA's Seven Benchmarks:

- Committed and Aligned Leadership
- Collaboration in Support of Wellness
- Collecting Meaningful Data to Evolve a Wellness Strategy
- Crafting an Operating Plan
- Choosing Initiatives that Support the Whole Employee
- Cultivating Supportive Health Promoting Environments, Policies & Practices
- Conduct Evaluations, Communicate, Celebrate, and Iterate

Objectives

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 management

Assessment

Description of Assignments	Possible Points
1. Flip Introduction	40
2. Mental Health Plan/Intervention	100
3. Leadership Flip & Paper Benchmark 1	100
4. Flip Vision, Mission, and Wellness Vision Benchmark 5 & 6	100
5. Heart-Centered Leader: Flip & Paper Benchmark 2	100
7. Data Dashboard Benchmark 3 & 6	400

8. Creating an Operating Plan Benchmark 4	100
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9. PSA Benchmark 6	100
10. Celebrate Success Flipgrid Benchmark 7	100
Total	1040

Course Calendar

You are responsible to know when assignments are due, as I have not posted open dates on any assignments. Assignments will not all have the same due weekly due dates.

Due Dates	Assignments	Points
January 19 th Thursday	Introduction Flip 3-4 minutes-Comment on four peers	40
January 21 nd Saturday	Mental Health Plan/Intervention 4-5 Page (DS) APA	100
January 28 th Saturday	Heart-Center Leader 4-5 Page (DS) Paper/Flip - APA	100
February 4 th Saturday	Vision and Mission/ Wellness Vision and Mission 3-4 Page Paper (DS) APA	100
Feb 5-18 th Saturday	Review the HRA tab in Google Sites	
February 18 th Saturday	Data Dashboard/Smart Goals/ Executive Summary	400
February 25 th Saturday	Crafting an Operating Plan Form	100
March 4 th Saturday	PSA	100
March 9 th	Flip/Celebrating Success	100

Friday		
		Total: 1040
946-1040- 91%		
842-945- 81%		
728-841- 71%		

Review Posted Articles

Grading Procedures

A (91%)	1040-946
B (82%)	945-842
C (72%)	841-728
F	<727

Online Computer Requirements

Taking an online class requires you to have 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 and tests are due by the due date, and personal computer technical difficulties will not be considered 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 as well as 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 that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Assignment Deadlines

All assignments will be due by the deadline set on the day that they are due. There will be no extension. This is a fast-paced course as it is an 8 weeks course. This is not a surprise; business

should start day one to stay on pace. **Do not ask for extensions.**

Other Class Policies

During this course, you will be expected to deal with your subject area, your instructors, your peers, and your colleagues as a professional. All written work must be typed and submitted through D2L and Flipgrid unless otherwise stated by the instructor. I will not accept email assignments. All work should be done in Times New Roman or Arial 11- or 12-point font. APA formatting applies to all written work submitted and deductions will be taken for incorrect spelling, grammar, citations, and references. See each individual assignment for more detail.

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 MSU TEXAS. 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](#)

Plagiarism Statement

Plagiarism Statement

“By enrolling in this course, the student expressly grants MSU a ‘limited right’ in all intellectual property created by the student for the purpose of this course. The ‘limited right’ shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality, authenticity, and educational purposes.” Refer to: [Student Handbook-2019-20](#)

Student Honor Creed “As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so”. You are expected to practice the highest possible standards of academic integrity. Any deviation from this expectation will result in a minimum of your failing the assignment, a possible failing grade in the course, and may result in additional, more severe disciplinary measures. This includes improper citation of sources, using another student’s work and any other form of academic misrepresentation. When in doubt on collaboration, citations, or any issue please contact me before embarking on a perilous path.

Senate Bill 11

Passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University’s webpage at [Campus Carry](#)

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

Other resources such as journal articles, blogs, websites can be found on Google Sites.

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>

Addendum:

Grading Rubric for Data Dashboard: See attached.