

Please take the time to read the entire syllabus and consult it for answers to questions you might have.

Course Number: HSHS 2013 3 credit hours
Course Title: Inquiry into Holistic Human Wellness
Faculty: Dr. Beth L. Vealé
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Text:

Required: Eliopoulos, C. (2017). *Invitation to holistic health: A guide to living a balanced life*. Jones & Bartlett Learning, 4th ed. Columbia, MD.

Recommended: Redd, R. (2020). *All-In or Nothing: Achieve Excellence in sport and life*. Creative Team Publishing, Ft. Worth, TX ISBN 978-1-7350189-1-1

Prerequisites: None

Course Overview:

This course will introduce students to the many dimensions of holistic health and provide them with opportunities to apply the science, theories, and best practices of health to their own physical, social, emotional, and spiritual wellness.

Course Objectives:

Upon completion of this course, the student should be able to:

1. Identify basic research methods and understand descriptive statistics
2. Explore how various personal, social, and institutional factors affect physical, emotional, spiritual life success.
3. Develop action plans to address physical, emotional, intellectual, and spiritual needs.
4. Engage in ongoing reflection about the relationship between the external factors and their own wellness.

Introduction

Humans typically crave success, whether in business, life, or both. Having a plan to achieve the highest quality of life at work, home, or play is often missing, and people find themselves drifting from original, lofty goals. Looking at life holistically, comprehending the parts as very closely interconnected and only explicable by referring to the entire person, allows for the creation of a plan of action for success. This course will enable the student to effectively analyze those factors that lead to a successful life at work, home, and play.

Course Navigation

If you are not familiar with Desire to Learn (D2L), you should spend some time clicking on the various tabs. If a hyperlink within the content area doesn't work, look at the page's top and try that. It appears that the Tests and Dropbox work better when you click those words at the top of the page.

Methodology/Teaching Strategies:

This course's primary focus is to have the student investigate their wellness strengths and needs through the lens of the science of holistic health, and to develop a plan of action to assist in day-to-day living. Discussions will be the central focus of this course, with a minimized lecture in a flipped classroom format. Reading assignments must be completed before class so that activities and discussions are well-focused. This instructor will act as a facilitator to this student-centered course. Students will demonstrate their learning through scaffolded assignments that will then be revised and submitted in a Final Portfolio.

Grading/Evaluation

The final course grade consists of the following:

Quizzes (6)	15%
Assignments <ul style="list-style-type: none">• Group Research project (50 pts)• Social Media assignment (30 pts)• Personal and Social Responsibility survey (10 pts)• Princeton Umatter Survey (10 pts)	35%
Discussion Board postings and responses	20%
Final Portfolio	20%
Final Exam	10%

Assignments are described in more detail below.

The following grading scale is used for this course:

90 and above	A
80-89	B
70-79	C
60-69	D
59 and below	F

Course Schedule

This course draws upon two texts (one required and one strongly recommended) as the foundation for understanding the guided discussions for each class meeting. Students are expected to read in advance of the designated week.

Class Schedule Week	Lecture Topic	See Discussion Details	Read Eliopoulos REQUIRED	Read Redd (optional)	Due
1/21	Welcome and Course Intro Ch. 1 Introduction		Ch. 1	Ch. 1	Begin Portfolio
1/23	Ch. 2 Healthful Nutrition,		Ch. 2	Ch. 2	
1/28 & 1/30	Ch. 3 Exercise	Discussion 1	Ch 3	Ch.3	Exam 1 Ch. 1 & 2
2/4 & 2/6	Ch. 4 Sleep and Rest		Ch. 4	Ch. 4	Self-Assessment for Personal and Social Responsibility by 11:59 pm in D2L
2/11 & 2/13	Ch. 5 -Immunity Enhancement		Ch. 5	Ch. 5	Exam 2 Chap 3 & 4
2/18 & 2/20	Ch. 6 Stress	Discussion 2	6	Ch. 6	Social Media Assignment by 11:59 pm in D2L
2/25 & 2/27	Ch. 7 Healthy Relationships		Ch 7	Ch. 7	Exam 3, Ch. 5 & 6 Introduction to Research Methods and Descriptive Statistics
3/4 & 3/6	Ch. 10 Work/Life Balance		Ch. 8	Ch. 8	Princeton U Matter Social and Personal Responsibility due by 11:59 pm in D2L
3/9 – 3/15		Spring Break			
3/18 & 3/20	Ch. 11 Promoting a Healthy, Healing Environment	Discussion 3	Ch. 9	Ch. 9	Exam 4, Ch 7 & 8
3/25 & 3/27	Chapter 12- Humor		Ch. 10	Ch. 10	Research Group Projects Due
4/1 & 4/3	Ch. 17 Addiction		Ch. 11	Ch. 11	Presentations in class begin Exam 5, Ch 9 & 10
4/8 & 10	Chapter 18 Medication wisdom				
4/15 & 4/17	Wellness Review of completed Ex Phys Assessments	Discussion 4	Ch. 12	Ch. 12	Presentation in class Exam 6 – Ch. 11
4/22 & 4/24	Open discussion	Portfolio			Portfolios must be uploaded by 11:59 pm
5/1 & 5/6	Course Review	Course Final Review			

All work submitted to the instructor will be considered complete and final and graded as such.

Assignments

Exams

The module exams are to be completed by the date on the course schedule. Any exams not completed by the due date will receive a grade of "0".

Discussion Boards

Several discussion board topics are posted under the "Discussions" link, and students must meet the deadlines to get credit. Spelling, grammar, and substance count. Try not to veer off the subject and be respectful and considerate of your fellow student's submissions. Read the article listed in D2L that accompanies the discussion for the week.

You must post at least **one** initial response to the topic, AND you must **respond** to at least **two** postings for each topic. In addition, discussions will occur in class. The discussion counts as 20% of your grade. If you do not understand this requirement, please let me know.

Answers to the following questions must be posted by the date in the syllabus.

Read Chapter 1 & 2 of Invitation to holistic health: A guide to living a balanced life.

Discussion 1 – Chapters 1, 2, 3 (Elipolous)

Answer the following questions:

1. What outside influences such as media (books, television, social media, conversations) affect your ability to develop and adhere to an action plan for your wellbeing?
2. What factors affect your choice of nutritional products?

Discussion 2 – Ch. 4, 5, 6 – Read:

Answer the following:

1. Have you felt pressure from yourself or anyone else to get a certain amount of sleep.
2. How do you compare sleep to rest?
3. In general, what do you think most jobs would say about sleep and rest, and what do you base this on?
4. From the reading and lecture, are you promoting your own immunity, and if so, how?
5. Do you agree with the text about "flowing with the reality of stress"? Why or why not?

Discussion 3 – Ch. 7, 10, 11

Answer the following:

1. After reading chapter 7, did anything remind you of relationships you have now or in the past?
2. What does "Authentic Self" mean to you, that is, how would you describe your authentic self?

Discussion 4 – In Context Read Ch. 12 in *Invitation to holistic health: A guide to living a balanced life*.

Answer the following

1. How do you balance your school, work, and personal life; what do you struggle with the most?
2. What are the most influential factors that affect your environment?
3. What would you change to balance your “lives” so that you can promote a health healing environment?

Self-Assessment Assignment

You will complete the Self- Assessment of Health from pages 8 – 14 of the Eliopoulos *Invitation of Holistic Health* text. This self-assessment will be loaded into D2L to be completed online. You should not tear the pages from the book for this. When the portfolio is developed, this assessment will be used by you to reflect on any changes. When completing this assignment, you should be as honest with yourself as possible. You are being graded on assignment completion, not judged on your perception of your health.

The Social Media Assignment

Social responsibility means that individuals and companies must act in the best interests of their environment and society. For example, you might turn off lights you are not using to save electricity, or volunteer at a local non-profit. What is the impact of social media feed on what it means to be socially responsible?

For this assignment, identify a social issue that can impact wellness, and evaluate how this issue is represented in various ways in social media. Write a two-page paper that defines the issue and identifies at least 3 perspectives expressed in social media, evaluating how much these perspectives reflect a sense of social responsibility. Then reflect critically on your own perspective and share how it might serve or interfere with your own sense of social responsibility. Upload your assignment to the appropriate drop box.

Research Group Project

- After the Introduction to Research Methods and Descriptive Statistics presentations, assigned groups will conduct four separate observations, 15 to 30 minutes of people in a social setting, e.g., the mall, waiting room, airport, street, parking lot, store, Earthcam.com, and complete the observation survey.
- Groups will decide on one aspect of human wellness to observe such as handwashing, smoking, eating habits, masks, etc. The observation topic must be approved by the instructor.
- Groups must describe the wellness aspect, and support the benefits and detriments of the topic using class lessons, research articles and the textbook regarding its effect on individuals, society, institutions, etc. Additional instructions and requirements are available in D2L in the Portfolio Folder Part 2.
- Following the observations, students will analyze the results using percentages and averages.

- Groups will prepare and present a PowerPoint presentation of their findings and their impact on social responsibility. Post the PowerPoint presentation in the appropriate drop box.
- Results are to be included in your portfolio.

Final Project Portfolio

The portfolio consists of a compilation of reflection, self-assessments, observations, and critical analysis of your wellness results and a plan to address at least one identified problem area about your health. This project is a significant part of this course and must be taken very seriously. Please title your portfolio and use the template within the course.

During the semester, you will complete components of a portfolio resulting in preparation for the portfolio. It will consist of four parts:

- **Portfolio Part 1: Self-Assessment (25 points)**
 - Completion of a health assessment to determine where you are now physically, mentally, and spiritually. You will write a one to two-page response to your assessment. This will be included in your portfolio.
- **Portfolio Part 2: Impact of Social Institutions on Personal Wellness – Group Project (25 points)**
 - Assigned groups will conduct four separate observations, 15 to 30 minutes of people in a social setting, e.g., the mall, waiting room, airport, street, parking lot, store, and complete the observation survey.
 - Groups will decide on one aspect of human wellness to observe such as handwashing, smoking, eating habits, masks, etc. The observation topic must be approved by the instructor.
 - Groups must describe the wellness aspect, and support the benefits and detriments of the topic using research articles and textbooks regarding its effect on individuals, society, institutions, etc. Additional instructions and requirements are available in D2L in the Portfolio Folder Part 2.
 - Following the observations, students will analyze the results using percentages and averages.
 - Groups will prepare and present a PowerPoint presentation of their findings and their impact on social responsibility.
 - Results are to be included in your portfolio.
- **Portfolio Part 3: Princeton U_Matter Self-Assessment (25 Points)**
 - Completion of the self-assessment and written journal reflection of the assessment. Students will compare/contrast differences/changes from the basic personal health assessment. Results are to be included in your portfolio.
- **Portfolio Part 4: Wellness Guide Assignment (25 points)**
 - Students will write their responses to the Wellness Guide, choose at least one aspect of personal wellness to address (or provide an extensive explanation for not choosing one aspect). Results are to be included in your portfolio.

- Students will complete the personal and social responsibility section of the Princeton U-Matter Self-assessment and the Li et. al (2008) Measurement of personal and social responsibility tool located in Module 4 in D2L. These are to be included in the portfolio.

Student Responsibilities

As a student enrolled in this course, you will be responsible for adhering to, and meeting posted deadlines and due dates. Course activities are at the end of this syllabus. Activities such as quizzes have expiration dates. Please take note that expiration dates for quizzes will differ from deadlines for assignments and activities.

Quizzes and assignments/activities are separated in time so that you have ample time to complete them. Assignments/Activities must be submitted on or before the posted due date and deadline. If you choose to wait until the **very last minute** and there is some problem with getting the assignment to me in time, that is the risk that you take, and you must accept the penalty.

Penalty:

Any student that missed a quiz expiration date will not be allowed to take the quiz once the time has expired. If this happens, the student will receive a grade of zero (0) for that quiz. If a student misses a deadline for an activity or assignment, the assignment/activity is non-gradable, and you receive a grade of zero (0); students submit assignments once for grading. Emergencies are considered on an individual basis. Do not inform me of personal emergencies **after** the deadlines/due dates and expiration dates have passed.

Communication with Instructor:

The contact information for the instructor is at the beginning of this syllabus. ***E-mail is the preferred mode of communication.*** Students must report all e-mail changes immediately to the instructor. The instructor will respond or at least acknowledge e-mail messages from students within a maximum of five (5) business days when MSU is in session. Beyond standard university holidays and breaks, the instructor will notify students of any extended periods when e-mail contact is not practical (professional meetings, etc.)

The instructor will be available to meet face-to-face with any interested students at a designated time and place that will be announced on Desire to Learn (D2L) after the start of classes. This meeting is optional and must be confirmed by e-mail ahead of time with the instructor.

Special Needs

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 adjustments in its policies, practices, services, and facilities to ensure equal opportunity for qualified persons with disabilities to participate in all educational programs and activities.

The Office of Disability Support Services (DSS) provides information and assistance, arranges accommodations, and serves as a liaison for students, instructors, and staff. The DSS has assistance devices such as books on tape, recorders, and adaptive software, which can be loaned to qualified individuals. A student/employee who seeks accommodations on the basis of disability must register with the Office of Disability Support Services in the Clark Student Center Room 168 or call 940-397-4140 for further information. Documentation of disability from a competent professional is required.

Individuals with grievances related to discrimination or lack of accommodation on the basis of a disability are encouraged to resolve the problem directly with the area involved. If the matter remains unresolved, advice and/or assistance will be provided by the Office of Disability Services for resolution. The grievance procedure may be found in the Student Handbook and Activities Calendar.

The director of the Counseling Center services as the ADA Coordinator may be contacted at (940) 397-4618, TDD (940) 397-4515, or 3410 Taft Blvd., Clark Student Center Room 108.

Conduct/Honesty/Honor System Policy

HSHS 2013 adheres to the MSU Code of Conduct. In particular, academic dishonesty, however small, creates a breach in academic integrity. A student's participation in this course comes with the expectation that his or her work will be completed in full observance of the MSU Code of Student Conduct. A student should consult the Student Handbook for answers to any questions about the code.

Many components of HSHS 2013 are designed to be highly interactive with students helping each other learn. Students are encouraged to take full advantage of many resources available including Internet sites, handouts and module notebooks, other textbooks and journals, faculty, and peers. This interactive collegial learning environment is conducive for life-long learning.

Specific components of HSHS 2013 are designed to represent the efforts of each student individually and are NOT to be shared. These components include the written assignments submitted for a grade. When students submit their efforts for grading, they are attesting they abided by this rule.

Cheating includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations, including using any devices to access the Internet or online information; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or completing other assignments; or (3) the acquisition of tests or other academic materials belonging to the university faculty or staff without permission.

Plagiarism includes, but is not limited to, the use of, by paraphrase or direct quotation without correct citation in the text and on the reference list, the published or unpublished works of

another person. Students may NOT submit papers and assignments that they have previously submitted for this or other courses. The use of materials generated by agencies engaged in “selling” term papers is also plagiarism. Students are encouraged to review the tutorials and suggested websites for more information about plagiarism. Papers and other assignments may be submitted to an external agency for verification of originality and authenticity.

Academic dishonesty (cheating, plagiarism, etc.) will not be tolerated in this class. Whenever a student is unsure of whether a particular situation will be interpreted as academic dishonesty, he/she should ask the instructor for clarification. If students are guilty of academic dishonesty, a grade of zero (0) may be given for the quiz, assignment, etc. Cases may also be referred to the Dean of Students for possible dismissal from the university.

PLEASE NOTE

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 products to verify originality and authenticity, and for educational purposes. Specifically, faculty may submit student papers and assignments to an external agency to verify originality and authenticity, and to detect for plagiarism.

ADMINISTRATIVE PROCESS

Unresolved issues related to this course should be addressed between the student and the course instructors. If there is no resolution, students must follow this sequence:

Interim Department Chair: Dr. Lynette Watts – 940-397-4833 lynette.watts@msutexas.edu

College Dean: Dr. Jeff Killion 940-397-4594

Dean of Students – Mr. Matthew Park (940) 397-7500