COURSE SYLLABUS

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL Program office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in the courses build on the shared experience of all learners in each class. This is why each student's preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount your time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend nine-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:

1. Attend every class session. Be on time.
2. Obtain the required course materials prior to the first class session.
3. Complete the first assignment prior to the first class session and all subsequent assignments to the best of your ability.
4. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.

If you cannot perform these four expectations, it is recommended that you drop the course. We look forward to your academic success in each course and the ultimate completion of your degree.

Course No. & Title: HUSV 299 ID1, Wellness
Semester and Term: Fall 2014
Day and Dates: Saturdays, 8/30/2014 – 9/27/2014
Time: 9am – 1pm
Campus Location: Bridgeport

Course Description:
This course prepares students to identify the dimensions of health and wellness and describe their relationship to a positive lifestyle. The course will explore the potential for personal change through understanding and utilizing the theoretical model of the "Wheel of Wellness." Students will make the connection to helping themselves in order to empathize and to help others in the Human Service field.
Prerequisite Courses: None
Course Codes: HS, HS-PE, HSM, PSY-PE

Instructor & contact information:
Professor Donna Miller MS
(203) 520 - 5796
E-mail: donnam@bridgeport.edu

Required Textbook:
Wellness, concepts and Applications, by Anspaugh, Hamrick and Rosato. 8th edition. ISBN 9780078022500

To order textbooks, go to the bookstore website at http://bridgeport.textbooktech.com/
Select IDEAL Campus and login to the bookstore. Select the course and follow instructions.

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

1. Identify the dimensions of health and wellness and describe their relationship to a positive lifestyle.
2. Discuss the importance of living a healthy lifestyle.
3. Assess current levels of health and wellness and develop a self-help plan for lifestyle change.
4. Discuss the differences between health and fitness.
5. Identify the recommended dietary guidelines for Americans and their implications for health and wellness.
6. Assess nutritional habits and their impact on a healthy lifestyle.
7. Define body composition and discuss the risk factors associated with obesity.
8. Discuss emotional and environmental factors which lead to eating disorders.

9. Define stress good and bad and describe it's effects on the individual.
10. Identify different methods of stress management.
11. Recognize the importance of personal safety in the home, at work, and during recreation.
12. Discuss the use and abuse of drugs, alcohol, and tobacco.
13. Understand and utilize the theoretical model of the "Wheel of Wellness".
14. Understand their own "holism" in connection to five second order factors of the self… creative, coping, social, essential/spiritual, and physical.
15. Will make the connection to helping themselves in order to empathize and to help others in the Human Service field.

First Assignment Prior to the First Class:
Read chapter one in your book. You will find that one of the Key ingredients to Human Services success is to involve collaborating with clients to establish and promote healthy change. As counselors we are in the business of promoting change. Write a 250 word paper on a time where you had to change for personal or professional growth, discuss your obstacles to the change and the personal power gained in overcoming them.

This assignment is due the first day of class. It is worth 10 points.

Assignments:

All assignments and papers must be typed or word-processed. Margins may be no wider than 1 inch on each side and 1 inch top/bottom. Please use Times New Roman, font size 12, double-spaced. Please pay attention to the word count and show the number at the bottom of your paper. Assignments/papers are due **on the due date at the beginning of class**. Assignments that are turned in late are worth ½ if turned in on or before the next class, zero after that.

Description of Weekly Sessions: Dress comfortable for this class. There will be some physical activity.

	Topic(s)	**Due dates**
CLASS 1	INTRODUCTION Icebreakers Ground Rules Overview of syllabus Introduce Wellness Wheel	**Pre work- read chapter one. Be ready to discuss in class.** **Hand in 250 word essay.**

	After completing this chapter, the student will be able to: • Discuss the wellness approach to healthy living. • Identify benefits of living a wellness lifestyle. • Describe the dimensions of wellness. • Cite evidence of the relationship between physical health problems and social, emotional, and spiritual Stressors.	**Will work on personal wellness philosophy and self-help plan in class.** **Be familiar with the trans theoretical model of locus of control in chapter one.**
CLASS 2	PERSONAL, EMOTIONAL and SPIRITUAL WELLNESS Class Discussion Stress Relief Activities Problem Solving Techniques Role Play Alternate Solutions to Problems	**Read chapters 5 and 9. Be ready to discuss in class.** **500 word Journal Due on the spiritual components of wellness, how it can affect emotional wellness and the connection to overall mental and physical health. Include your current personal stress relief activities. (ARE THEY WORKING FOR YOU)?**
	After completing this chapter, the student will be able to: • Define stress. • Identify potential stressors. • Describe the various types of	Bring a question about a human issue or a relationship that you are involved in that you would like to ask a counselor. Questions will remain anonymous. Type the question on a blank piece of paper.

	stress. • Describe the stages of the general adaptation syndrome (GAS). • Explain the body's physiological response to stress. • List the short- and long-term health effects of stress. • Identify strategies that effectively deal with stress. Spiritual - a source of value that transcends the boundaries of the self 1. provides meaning and direction 2. includes developing a strong sense of values, ethics and morals 3. overlaps with the emotional component 4. does not adhere to any particular religious structure 5. Spiritual support is gaining favor among health care providers as a treatment	
CLASS 3	PHYSICAL WELLNESS Choose foods for wellness. 1. Follow the dietary guidelines. 2. Eat low-fat foods. 3. Emphasize complex carbohydrates. 4. Thirst is a good indicator of when and how much water to drink. One exception is during strenuous physical activity. 5. Eat foods high in iron and	**Read chapters 6 and 8.** **500 word Journal due on Food, its connection to eating disorders, emotional eating and the current healthy eating pyramid.** Discuss Body Image and current marketing

	calcium. 6. Emphasize fresh fruits and vegetables. 7. Reduce alcohol and caffeine. . Eating foods from the Food Guide Pyramid will provide all vitamins, minerals, and protein needed.	trends of your favorite foods and products.
CLASS 4	THE SELF/ HOLISM, EMPATHY , THE CONNECTION TO COUNSELING AND HUMAN SERVICES After completing these chapters, the student will be able to: Human issues and personal safety. • Identify potential dangers associated with unintentional and intentional injuries. • List protective measures for maintaining a safe home environment. • Discuss how to handle sexual harassment. • Discuss the steps necessary to participate safely in recreational activities. • Describe guidelines for the safe operation of a vehicle. • Identify how to prepare for and deal with natural disasters. Being responsible for your health care.	Read chapters 10 and 14 and be ready to discuss in class. **500 word Journal Due-** Visit any Health Center and pick up a pamphlet on a human issue that you would like to know more about. For this journal research the topic you found interesting, talk about your findings, also write about why you selected the pamphlet you did. Come to class ready to share a summary of a current event or article you have found that demonstrates how dimensions of wellness are related to counseling and human services. Bring in the article.

CLASS 5	Wellness plan presentations.	Complete your individual wellness plan. Give a power point presentation that shows your progress and future plans to continue your wellness journey.

Grading Criteria:

Course Value – 100 points
10 points for preparedness and first assignment.

30 points for journals

40 points for wellness plans and presentations

20 points for active class participation

Letter Grading Scale:

% of Points Earned	Letter Grade
100-94	A
93-90	A-
89-87	B+
86-84	B
83-80	B-
79-77	C+

% of Points Earned	Letter Grade
76-74	C
73-70	C-
69-67	D+
66-64	D
63-60	D-
Below 60	F

ACADEMIC POLICIES

Attendance Policy
Classroom attendance is an integral part of the academic experience; therefore, students are expected to attend all class sessions. If an absence is unavoidable, the student, prior to class, should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments. It is also expected that students arrive on time and not leave until the class is dismissed. Tardiness will result in a reduced grade for the course. If you cannot attend every class session you should consider dropping the course.

IMPORTANT:

- Missing one class session will drop the final grade by one letter grade (for example if a student earns a grade of "B" in the course, the final grade would be a "C").
- Missing two or more class sessions will be cause for a failing grade.
- Note: For 15-week courses; missing two class sessions will result in a letter grade drop and three or more will cause a failing grade.

Drop Procedures
To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the IDEAL Course Schedule webpage: http://www.bridgeport.edu/academics/continuinged/ideal-academic-degree-programs-and-certificates/ideal-course-schedule/.

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the drop fees and tuition refunds at the Academic Calendar; accessed at the IDEAL Course Schedule webpage (same link above).

Cell Phones
Cell phones must be turned off (or placed on "vibrate") while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

Academic Dishonesty
The IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

> Case #1: A student is enrolled in an introductory psychology course. He has co-workers who have taken the same course. As the end of the course approaches, he wonders how he will find the time to get the research paper finished, and asks one of his co-workers for help. His co-worker hands him a research paper that he submitted in a similar course. The student makes minor modifications to the paper, and submits it under his own name.
>
> Case #2: A student enrolled in a humanities course is unsure about how to structure an essay. She is doing research on the World Wide Web, and comes across an essay written by a student from another university. Using her computer mouse, she copies and pastes the essay into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called "research papers" without full recognition of the source. Presenting as one's own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn't have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own courses; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site: http://www.indiana.edu/~istd/plagiarism_test.html

Ethics Statement of Confidentiality
An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: http://www.bridgeport.edu/pages/2209.asp The Center is located on the 5th Floor of the Wahlstrom Library. Make an appointment or walk-in: Telephone: 203-576-4290. **Online Tutoring** is available at: www.etutoring.org. To use this free service you must have a UBNet account.

Obtaining a UBNet Account
Every registered student should obtain a UBNet Account. The account allows you to access MyUB; the portal for grades, library services, Canvas online learning system. Also, the account allows you access to computers in the Library and computer labs, and provides an email account

in which the University sends out information. Go to: http://www.bridgeport.edu/ubnet - Click on "New UBNet Account" and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your bridgeport.edu email forwarded to any other private email account you use. Following the activation of your UBNet account (takes 24 hours), login at: http://www.bridgeport.edu/email and click on "forwards" at the top of the page. Follow the directions to forward email messages to your other account.

Learning Management System (LMS) - Canvas
For all courses that use Canvas, you can access Canvas through the portal by using the myUB link. Faculty post class documents on Canvas e.g. syllabus, power points, discussion questions, case studies, current event articles, papers, reports etc. (save some trees). All students have access, and can download and copy the documents.
Canvas Tutorial For Students: https://bridgeport.instructure.com/courses/985903
For assistance contact the UB Help Desk at 203-576-4606 or email helpdesk@bridgeport.edu
https://bridgeport.instructure.com/courses/829447/

Accessing Your Grades & Schedule Online
The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. To access WebAdvisor, login in to MyUB and follow the WebAdvisor menu on the right. If you are carrying a financial balance, access to WebAdvisor will be restricted.

Using the Library
Access to the Digital Library is through MyUB. On the MyUB home, in the central column, click on "myEureka Digital Library." Research tools available:

- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

Using Computers
Open access computer labs are available at three locations:

- Bridgeport – 1st floor of the Wahlstrom library. Check library hours of operation at: http://www.bridgeport.edu/library.
- Stamford – Room D; Check open hours at: http://www.bridgeport.edu/stamford
- Waterbury – Computer Lab; Check open hours at: http://www.bridgeport.edu/waterbury

Course Cancellations

Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under "Latest News" on the UB home page, (www.bridgeport.edu). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

IMPORTANT CONTACT INFORMATION

Office	Telephone	Email
Bridgeport Campus Security	(203) 576-4911	ubsecurity@bridgeport.edu
Bursar	(203) 576-4692	bursar@bridgeport.edu
Cashier	(203) 576-4682	cashier@bridgeport.edu
Financial Aid	(203) 576-4568	sfs@bridgeport.edu
Registrar	(203) 576-4635	registrar@bridgeport.edu
Emergency Notification Phone	(203) 576-4159	
IDEAL Office	(203) 576-4800	idealinfo@bridgeport.edu

CAMPUS CONTACT INFORMATION

Campus	Address	Telephone	Email
Bridgeport	126 Park Avenue Bridgeport, CT 06604	(203) 576-4800	idealinfo@bridgeport.edu
Stamford	5 Riverbend Drive Stamford, CT 06750	(203) 358-0700	ubstamford@bridgeport.edu
Waterbury	84 Progress Lane Waterbury, CT 06705	(203) 573-8501	ubwaterbury@bridgeport.edu

Directions to IDEAL Campus locations	http://www.bridgeport.edu/pages/2260.asp

To fill out your financial aid report to the Federal Government, please go online to www.fafsa.ed.gov. The school code for the University of Bridgeport is 001416.
Federal Student Aid Information: 1-800-433-3243