

**GENERAL STUDIES COURSE PROPOSAL COVER FORM**

**Course information:**

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School College of Health Solutions Department/School College of Health Solutions

Prefix: CHS Number: 100 Title: Foundations of Health & Well-Being Units: 3

Course description: **Addresses the knowledge, attitudes and behaviors associated with various health dimensions. Explores interprofessionalism and current issues in health and well-being.**

Is this a cross-listed course? No If yes, please identify course(s): \_\_\_\_\_

Is this a shared course? No If so, list all academic units offering this course: \_\_\_\_\_

*Note- For courses that are cross listed and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent-numbered course with topics? No

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. Chair/Director Initials N/A (Required)

**Requested designation:** Social-Behavioral Sciences-SB

**Mandatory Review:** No

*Note- a **separate** proposal is required for each designation.*

**Eligibility:** Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](mailto:Phyllis.Lucie@asu.edu).

**Submission deadlines dates are as follow:**

**For Fall 2018 Effective Date: October 1, 2017**

**For Spring 2019 Effective Date: March 10, 2018**

**Area(s) proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

**Checklists for general studies designations:**

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

**A complete proposal should include:**

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

**It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.**

**Contact information:**

Name Cara Sidman E-mail cara.sidman@asu.edu Phone 602.496.1601

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Julie Liss Date: 8/24/17

Chair/Director (Signature): \_\_\_\_\_

**Arizona State University Criteria Checklist for**  
**SOCIAL-BEHAVIORAL SCIENCES [SB]**

**Rationale and Objectives**

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU--[SB] CRITERIA</b>					
<b>A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.</b>					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Syllabus		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul> </td> <td style="width: 50%; vertical-align: top; text-align: center;">                     PSYCHOLOGY                 </td> </tr> </table>	<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	PSYCHOLOGY	Syllabus
<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	PSYCHOLOGY				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <p style="margin-left: 20px;">a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological, anthropological).</p> <p style="text-align: center; margin-left: 40px;"><b>OR</b></p> <p style="margin-left: 20px;">b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</p>	Syllabus		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Syllabus		
		<b>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:</b>	Syllabus		
		<ul style="list-style-type: none"> <li>• Courses with primarily arts, humanities, literary or philosophical content.</li> <li>• Courses with primarily natural or physical science content.</li> </ul>			
		<ul style="list-style-type: none"> <li>• Courses with predominantly applied orientation for professional skills or training purposes.</li> <li>• Courses emphasizing primarily oral, quantitative, or written skills.</li> </ul>			

Course Prefix	Number	Title	General Studies Designation
CHS	100	Foundations of Health & Well-Being	SB

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. Course is designed to advance basic understanding and knowledge about human interaction.	<p>The purpose of this course is to address and apply knowledge, attitudes, and behaviors associated with individual health and well-being among various dimensions. These interconnected states of being, generally considered quality of life, cannot be fully understood and realized without examining the role and impact of human interaction.</p> <p>Human interaction influences thoughts, emotions, and behaviors, all of which can have positive and negative effects on health and well-being. In other words, how an individual interacts with others, and within the greater context of society, is an important determinant of health.</p> <p>This course goes beyond basic understanding through applied assignments involving real-world human interaction and self-reflection about its role in their lives.</p>	<p>The framework upon which this course is built involves a multidimensional, integrated, interdisciplinary, positive approach to cultivating awareness of internal and external factors influencing health, well-being, and happiness. The goals of this enhanced awareness are to guide decision-making and elicit positive change toward optimal quality of life in the short- and long-term (Course Overview, pg. 1).</p> <p>Social factors have been found to significantly influence health and behavior, with human interaction a central component. Therefore, an advanced understanding about human interaction is integral to meeting Course Learning Objectives #1 and #3 (which include addressing and applying social factors influencing health). (pg. 2).</p> <p>Evidence for meeting these Course Learning Objectives and this SB criterion can be found in the topics and assignments listed below. This evidence involves students interacting with others in the real world, in addition to studying various elements of human interactions that influence health decisions and behavior.</p> <p>Perhaps the most compelling evidence for this criterion is the fact that an entire module is devoted to the social dimension of well-being. Due to unequivocal research demonstrating the importance of human interaction to human flourishing, considerable course content is dedicated to these socially-based concepts. Somewhat distinctive topics supporting this SB criterion is the study of human interaction in workplace settings and in “Blue Zone” cultures.</p>

		<p><b>Topics (pgs. 3-5)</b></p> <p><i>Week 2: Factors Influencing Health &amp; Happiness</i></p> <ul style="list-style-type: none"><li>• Determinants of Health</li><li>• Happy Environments<ul style="list-style-type: none"><li>– The Happiest Countries</li><li>– Blue Zones</li></ul></li></ul> <p><i>Week 5: The Social Dimension</i></p> <p>The following is the list of topics related to human interaction within the module dedicated to the social dimension.</p> <ul style="list-style-type: none"><li>• Social Connection, Support, &amp; Interaction<ul style="list-style-type: none"><li>– Benefits of Real-Life Social Interactions</li><li>– The Impact of Technology Use</li><li>– Social Support &amp; Health Behavior Change</li><li>– Social &amp; Emotional Intelligence: People Skills</li><li>– Healthy Relationships &amp; Communication</li><li>– True Belonging</li></ul></li><li>• Helping Others<ul style="list-style-type: none"><li>– Acts of Kindness (The Ripple Effect)</li></ul></li><li>• The Social Dimension at Work<ul style="list-style-type: none"><li>– Happy Workplaces<ul style="list-style-type: none"><li>o Professional Relationships</li></ul></li><li>– Interprofessionalism in Health</li></ul></li></ul> <p><i>Week 6: Taking Action</i></p> <p>An evidence-based happiness strategy involves expressing gratitude to others.</p> <p><b>Mind-Body Challenges (pgs. 3-6)</b></p> <ul style="list-style-type: none"><li>• Wellness Conversations (Social interactions discussing wellness)</li><li>• Be Technology-Free! (Impact of technology use on human interaction)</li><li>• The Ripple Effect (Acts of kindness involving human interaction)</li></ul>
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<p>2. Course content emphasizes the study of social behavior.</p>	<p>Understanding the interplay of the individual within the greater context of society, culture, and environment is essential to the course goal of enhancing health and well-being.</p> <p>The study of social behavior is emphasized in this course in two ways: 1) introducing it as a well-documented social determinant of health, with implications related to individual and social health and behavior, and 2) exploring various aspects of social behavior, and its influence on thoughts, emotions, beliefs, values, intentions, decisions, goals, and behavior.</p>	<p>Social behavior is initially introduced as part of the social determinants of health, in that it contributes to the conditions in which people live. The focus is then exploring the influence of social norms, social nudges, and social media on happiness and behavior are examined.</p> <p>Particularly related to University students, course content includes the study of social and cultural norms surrounding failure and vulnerability, and their impact on health, well-being, happiness, and behavior. Anthropological and sociological concepts examining the diversity of cultures in the United States, Blue Zones, and the happiest countries, are also presented to challenge the understanding of individual happiness within social systems. The following provides evidence through the list of course topics and assignments supporting this SB criterion:</p> <p><b>Topics (pgs. 3-5)</b>  <i>Week 2: Factors Influencing Health &amp; Happiness</i></p> <ul style="list-style-type: none"> <li>• Determinants of Health</li> <li>• Social Norms, Nudges, &amp; Media</li> <li>• Happiness Myths             <ul style="list-style-type: none"> <li>– The American Paradox</li> <li>– The Happiest Countries</li> </ul> </li> <li>• Blue Zones: Factors Influencing Health, Happiness, &amp; Longevity</li> </ul> <p><i>Week 4: The Power of Thoughts &amp; Emotions</i></p> <ul style="list-style-type: none"> <li>• The Road to Resilience             <ul style="list-style-type: none"> <li>– Failing Well &amp; The Resilience Project (University initiatives developed to transform social norms and attitudes about failure.)</li> </ul> </li> <li>• The Power of Vulnerability</li> </ul> <p><i>Week 5: The Social Dimension</i></p> <p>The following is the list of topics related to social behavior within the module dedicated to the social dimension.</p> <ul style="list-style-type: none"> <li>• Social Connection, Support, &amp; Interaction             <ul style="list-style-type: none"> <li>– Benefits of Real-Life Social Interactions</li> <li>– The Impact of Technology Use</li> <li>– Social &amp; Emotional Intelligence: People Skills</li> <li>– Healthy Relationships &amp; Communication</li> </ul> </li> <li>• Helping Others             <ul style="list-style-type: none"> <li>– Acts of Kindness (The Ripple Effect)</li> </ul> </li> <li>• The Social Dimension at Work             <ul style="list-style-type: none"> <li>– Professional Relationships</li> </ul> </li> </ul>
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		<ul style="list-style-type: none"> <li>o Happy Workplaces</li> <li>– Interprofessionalism in Health</li> </ul> <p><b>Mind-Body Challenges (pgs. 3-4, &amp; 6)</b></p> <ul style="list-style-type: none"> <li>• Be Technology-Free! (technology use in society)</li> <li>• Slow Down (combating the fast-paced American culture)</li> <li>• The Ripple Effect (prosocial behavior - acts of kindness)</li> </ul>
<p>3.a. Course emphasizes the distinct knowledge base of the social and behavioral sciences.</p>	<p>The distinct knowledge base of the social and behavioral sciences involve studying the mind, behavior, and society, all of which are intricately connected to the course learning objectives. Social and behavioral sciences provide insight to better understand attitudes, thoughts, emotions, values, motives, decision-making, social influences, and behaviors that facilitate behavior.</p> <p>In particular, this course emphasizes the knowledge base of psychology, including its subfields of positive psychology, health psychology, and social psychology. In fact, the knowledge base from positive psychology provides a major part of foundation upon which this course was built.</p>	<p>Simply stated, health and well-being cannot be fully realized without studying individual and social influences on behavior, both of which rely on the distinct knowledge base of the social and behavioral sciences. More specifically, to cultivate awareness and provide motivation to lead and design a meaningful, happy, and fulfilling life, the distinct knowledge bases of psychology, positive psychology, health psychology, and social psychology are critical. (Course Learning Objectives 1-4, pg. 2)</p> <p>Individual influences on health decisions and behaviors focus on the mind, and include attitudes, thoughts, beliefs, values, motives, and emotions. Health psychology provides this distinct knowledge base, with its focus on the connections between health and behavior, both of which are inextricably linked to the course learning objectives.</p> <p>Social influences emphasized in this course are human interaction, social behavior, and cultural norms, which involve the application of knowledge from social psychology.</p> <p>Lastly, the overall approach of this course relies on the distinct knowledge base of positive psychology. A positive approach was intentionally chosen to build the framework due to the multidimensional nature of health and well-being, the combination of personal and professional components in this course, and the widespread pursuit of happiness. Scientific support for happiness strategies continue to grow under the distinct body of knowledge in positive psychology. Numerous happiness concepts, strategies, and assignments provide evidence of this course focus (listed below).</p> <p>With the emphasis on the mind, behavior, and social interactions, all course topics, except for</p>

		<p>the physical activity and nutrition guidelines, support this SB criterion.</p> <p><b>Topics (pgs. 3-5)</b></p> <ul style="list-style-type: none"> <li>• 40% Happiness Solution</li> <li>• Social Norms, Nudges, &amp; Media</li> <li>• Happiness Myths</li> <li>• Authentic Happiness Self-Assessments: Strengths &amp; Subjective Well-being</li> <li>• Values, Motivation, &amp; Goal-Setting</li> <li>• Positive Emotions &amp; Well-Being</li> <li>• Emotional Intelligence</li> <li>• Mindfulness &amp; Meditation</li> <li>• Social Connection, Support, &amp; Interaction</li> <li>• Acts of Kindness</li> <li>• Happy Workplaces</li> <li>• Health Behavior Change Theories</li> <li>• Gratitudes: “3 Good Things”</li> <li>• Reframing</li> <li>• Laughter &amp; Humor</li> <li>• Coping Skills &amp; Strategies</li> <li>• Visualization</li> <li>• Flourishing &amp; “The Good Life”</li> <li>• Meaning, Pleasure, and Strengths</li> <li>• Sustaining Health, Well-Being, &amp; Happiness</li> </ul> <p><b>Mind-Body Challenges (pgs. 4-6)</b></p> <ul style="list-style-type: none"> <li>• Track a Behavior (self-monitoring a health behavior)</li> <li>• Slow Down (mindfulness meditation)</li> <li>• The Ripple Effect (happiness strategy – acts of kindness)</li> <li>• Put Knowledge into Action (behavior change)</li> <li>• Me 2.0 (self-reflection on flourishing)</li> </ul> <p><b>Life Design (pg. 6)</b> - involves self-assessment, self-awareness, and self-reflection of strengths, values, motivations, and goals to create a life design that illustrates a meaningful, happy, and fulfilled life.</p>
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<p>4. Course illustrates use of social and behavioral science perspectives and data.</p>	<p>Perspectives and data from the social and behavioral sciences of psychology, particularly the subfields of positive psychology, health psychology, and social psychology, provide the basis for understanding individual and social influences on health and behavior to meet the course objectives.</p> <p>In essence, students learn, self-assess, explore, and apply various concepts and strategies involving thoughts, beliefs, values, emotions, motives, goals, social influences, and behaviors, which are inherent to the perspectives and data of the social and behavioral sciences.</p>	<p>This course translates perspectives and data from social and behavioral sciences into accessible, practical ideas, strategies, and behaviors to enhance health and well-being, and to design a meaningful, happy, and fulfilling life (Course Learning Objectives #3 &amp; #4).</p> <p>The theories, concepts, skills, strategies, and framework used in this course are grounded in scientific research from psychology, positive psychology, health psychology, and social psychology, with supportive evidence discussed and listed below.</p> <p>The positive approach to health, well-being, and happiness, choice of topics, course sequence, nature and content of the mind-body challenges, and the final project all provide evidence illustrating use of social and behavioral perspectives and data. The sequence of content from knowledge of influencing factors, to self-assessment, to thoughts and emotions, to the social dimension, to behavior, and then to goal setting illustrates use of psychological perspectives and data to change behavior. In addition, this sequence and choice of topics illustrate emphasis on the reciprocal interaction of individual, society, and behavior, which is the application of social cognitive theory.</p> <p>Other notable illustrations of using social and behavioral sciences data involve the nature and extent of content and assignments. Extensive data demonstrates the importance of social support and interactions to health, well-being, happiness, and behavior change, thus providing the need for an entire module on the social dimension. Similarly, health behavior change theories and happiness strategies have an abundance of research upon which the course assignments were developed. For example, in “The Ripple Effect” mind-body challenge, students perform one large or 3-5 small acts of kindness on one day that are “new and special.” These guidelines are based on findings from happiness interventions conducted by positive psychologist, Dr. Sonja Lyubomirsky.</p>
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		<p>The following highlights the evidence in the Syllabus summarized above:</p> <p><b>Course Sequence (pgs. 3-5)</b></p> <ol style="list-style-type: none"><li>1.Introduction to Health &amp; Well-Being</li><li>2.Factors Influencing Health &amp; Happiness</li><li>3.Life Appraisal</li><li>4.The Power of Thoughts &amp; Emotions</li><li>5.The Social Dimension</li><li>6.Taking Action</li><li>7.Designing Your Life</li></ol> <p><b>Psychological Theories/Strategies</b></p> <ul style="list-style-type: none"><li>• Transtheoretical Model</li><li>• Social Cognitive Theory</li><li>• Self-Determination Theory</li><li>• Self-Efficacy</li><li>• Goal Setting</li><li>• Flourishing</li><li>• PERMA (Seligman)</li><li>• Happiness Strategies (Lyubomirsky)</li></ul> <p><i>Mind-Body Challenges</i></p> <ul style="list-style-type: none"><li>• Tracking a behavior</li><li>• Mindfulness Meditation</li><li>• Acts of Kindness</li><li>• Practicing a behavior, skill, or strategy</li><li>• Self-reflection</li></ul> <p><i>Life Design</i></p> <ul style="list-style-type: none"><li>• Incorporates goal-setting, flourishing, behavior change theories, and happiness strategies into a culminating creative project</li></ul>
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# SYLLABUS: CHS 100 Foundations of Health & Well-Being



### Instructor Information

**Name:**  
**Email:**  
**Phone:**



### Office Hrs, Location, & Contact Method

**Office:**  
**Contact method:**  
**Office Hours:**



### Course Information

**Sessions**  
Fall, Spring: A, B, C  
Summer A, B  
**Format:** Online & Hybrid  
**Credits:** 3



### Required Book

**NONE**

### Course Prerequisite

None

### Catalog Description

Addresses the knowledge, attitudes and behaviors associated with various health dimensions. Explores interprofessionalism and current issues in health and well-being.

### Course Overview

The intent of this introductory-level course is to deliver engaging, highly relevant, interdisciplinary content to cultivate awareness, facilitate self-reflection, inspire curiosity, inform decision-making, and elicit change to enhance health, well-being, and happiness. Course topics and learning activities include foundational concepts, skills, strategies, and behaviors associated with various dimensions of health, with particular emphasis on the psychological, social, and emotional components of well-being and happiness. Requirements focus on the application of evidence-based behavior change and happiness strategies such as self-monitoring, goal-setting, journaling, practicing acts of kindness, meditating, building resilience and coping skills, nurturing relationships, and enlisting social support. In addition, there is a professional element to the curriculum, with exploration into values-based career goals, industry trends and issues, happiness in the workplace, and interprofessionalism. All learning experiences culminate into a creative life design exemplifying meaning, happiness, and fulfillment.

## Course Learning Objectives

1. Address individual, social, and behavioral factors influencing various dimensions of health.
2. Self-reflect on attitudes, values, motives, and behaviors to cultivate awareness.
3. Apply evidence-based skills and strategies for enhancing health, well-being, and happiness.
4. Design a meaningful, happy, and fulfilling life.

## Course Resources & Materials

All course resources and materials can be found in Blackboard, including articles, videos, website links, podcasts, and information and instructions to complete the assignments, assessments, and activities.

## Core Advantage Course

This course meets the Health & Well-Being Competency in the College of Health Solutions' Core curriculum, with the following description and objectives:

Personal, social, and/or cultural factors related to physical, emotional, and/or spiritual health and well-being that improve and sustain quality of life for individuals, families, communities, and/or populations.

- 1) **Learns** knowledge and factors associated with health and quality of life among two or more dimensions of wellness.
- 2) **Explores** concepts, theories, and models supporting the prevention of illness and disease to improve health outcomes.
- 3) **Applies** two or more social determinants of health to address their impact on individuals, families, communities, and/or populations.

## Student Success

To be successful:

- check Blackboard daily
- carefully read announcements
- read and respond to course email messages as needed
- complete assignments and assessment by the due dates specified
- communicate regularly with the instructional team and your peers (ask if you have questions!)
- subscribe to the *Course Conversations* Discussion Board
- create a reading/study and assignment completion schedule to stay on track

## Access Your Course

Blackboard™ is the learning management system where all course-related materials and communications are posted, including: announcements, content, mini-quizzes, discussions, assessments, and assignments.

- MyASU <https://my.asu.edu>
- Blackboard Home Page <https://myasucourses.asu.edu>.
- Digital Portfolio (link also in Bb course) <https://asu.digication.com/>

## Technical Support

You are responsible for having a reliable computer and Internet connection throughout the course.

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/> or via Twitter by following @ASUOutages.

**For Blackboard or other technical issues, contact the UTO Help Desk:**

- **Website:** accessed through the MyASU Service Center - <http://my.asu.edu/service>
- **24/7 Live Chat:** accessed through the MyASU Service Center - <http://my.asu.edu/service>
  - **Or call:** Toll-Free 1-855-278-5080

**For Digication (Digital Portfolio):** Send support requests to the [24/7 help desk at Digication](#).

## Computer Requirements

You are responsible for having a reliable computer and Internet connection throughout the course. This course requires that you have access to a computer with Internet access, and the following:

- A web browser (e.g., [Chrome](#), [Internet Explorer](#), [Mozilla Firefox](#), or [Safari](#))  
*\* Chrome is the recommended web browser for Blackboard.*
- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free)
- Microsoft Word and PowerPoint
- A web cam with recording functionality
- Microphone (optional) and speaker
- Google Hangout or Skype (for virtual meetings)

## Course Schedule, Requirements, & Grading

### COURSE SCHEDULE

Week	Topics	Requirements (DUE by 11:59pm) Submit in Blackboard or Digication
<b>1</b>	<b>Introduction to Health &amp; Well-Being</b>	
	Syllabus & Schedule, Introductions	Introduce Yourself Discussion
	Definitions & Interconnections: Health, Well-Being, Wellness, & Happiness	Mind-Body Challenge 1: Wellness Conversations
	History & Evolution of Wellness  The Six-Dimensional Wellness Model	Mini-Quiz 1
<b>2</b>	<b>Factors Influencing Health &amp; Happiness</b>	
	Determinants of Health- Individual, Social, & Environmental	Mind-Body Challenge 2: Be Technology-Free!
	Individual Factors- Genetics, Characteristics, & Behaviors  Priority Healthy Behaviors (Lifestyles) Physical Activity, Eating Well, Managing Stress  40% Happiness Solution: Heredity, Circumstances, & Intentional Activities	

	<p>Social &amp; Environmental Factors-</p> <ul style="list-style-type: none"> <li>Social Norms, Nudges, &amp; Media</li> <li>Happiness Myths <ul style="list-style-type: none"> <li>The American Paradox (both sides of the happy story)</li> <li>The Happiness Advantage: Reversing the Formula for Success</li> </ul> </li> <li>Happy Environments <ul style="list-style-type: none"> <li>The Happiest Countries</li> <li>Blue Zones</li> </ul> </li> </ul>	Mini-Quiz 2
<b>3</b>	<b>Life Appraisal</b>	
	<p>Life Appraisal &amp; Self-Assessments: Purpose &amp; Application</p> <p>Integrated Assessment of Well-Being</p> <ul style="list-style-type: none"> <li>Real Age</li> <li>Authentic Happiness: Strengths &amp; Subjective Well-Being</li> <li>Emotional Intelligence (EI or EQ)</li> <li>Mindful Attention Awareness Scale</li> </ul>	Mind-Body Challenge 3: Track a Behavior
	Values, Motivation, & Goal-Setting	
	<p>Guidelines for the Priority Healthy Lifestyles</p> <ul style="list-style-type: none"> <li>National Guidelines for Physical Activity</li> <li>National Dietary Guidelines</li> <li>General Recommendations for Managing Stress</li> </ul>	Mini-Quiz 3
<b>4</b>	<b>The Power of Thoughts &amp; Emotions</b>	
	Defining Terms: Stress, Resilience, Vulnerability, & More	Mind-Body Challenge 4: Slow Down
	<p>The Road to Resilience</p> <ul style="list-style-type: none"> <li>Failing Well &amp; The Resilience Project</li> <li>The Power of Vulnerability (Brene Brown)</li> </ul>	
	<p>Positive Emotions &amp; Well-Being</p> <p>Emotional Intelligence</p>	About Me (Digital Portfolio)
	Mindfulness & Meditation: Benefits, Myths, & Practice	Mini-Quiz 4
<b>5</b>	<b>The Social Dimension</b>	
	<p>Social Connection, Support, &amp; Interaction</p> <ul style="list-style-type: none"> <li>Benefits of Real-Life Social Interactions</li> <li>The Impact of Technology Use</li> <li>Social Support &amp; Health Behavior Change</li> <li>Social &amp; Emotional Intelligence: People Skills</li> <li>Healthy Relationships &amp; Communication <ul style="list-style-type: none"> <li>Example: Five Love Languages</li> </ul> </li> <li>True Belonging (Brown) <ul style="list-style-type: none"> <li>Example: Enlisting your Tribe (Blue Zone)</li> </ul> </li> </ul>	Mind-Body Challenge 5: The Ripple Effect

	Helping Others Acts of Kindness (The Ripple Effect)	
	The Social Dimension at “Work” Happy Workplaces (Google, Zappos) Professional Relationships (PERMA) Interprofessionalism in Health	Mini-Quiz 5
<b>6</b>	<b>Taking Action</b>	
	Health Behavior Change: Theories & Principles Transtheoretical Model Social Cognitive Theory Self-Determination Theory Self-Efficacy	Mind-Body Challenge 6: Put Knowledge into Action!
	How to make Stress your Friend (Kelly McGonigal) Overcoming Obstacles Procrastination Flexible Mindset	
	Tools for Well-Being Gratitudes: “3 Good Things” Reframing Laughter & Humor Coping Skills & Strategies Visualization Creativity & Reflective Writing	
	Design Thinking: Ideas & Tools (Life Design Lab at Stanford) Wayfinding & Prototypes Flexibility & Adaptability	Mini-Quiz 6
<b>7-7.5</b>	<b>Designing Your Life</b>	
	Me 2.0 Flourishing & “The Good Life”	Mind-Body Challenge 7: Me 2.0
	The Spiritual Dimension & the “Search” for Meaning	
	Meaning, Pleasure, Strengths (MPS): Present & Future (Happier) Job, Career, Calling, & Passion Finding Your Flow	
	Sustaining Health, Well-Being, & Happiness: Variety, Effort, Commitment, & Habit	Life Design (Digital Portfolio)
<b>Enjoy your healthy, happy, meaningful life!</b>		

## REQUIREMENTS

### Participation (50%)

The following online and real-world activities count for a variable number of participation points:

- 1) **Mind-Body Challenges (w/ Journal Reflections):** participation in a variety of health, well-being, and happiness challenges that apply key concepts, skills, strategies, and behaviors in a fun non-typical way. Journal reflections of insights gained, potential future goals, and impact for short and/or long-term.
  - The purposes of the challenges are to: 1) apply course concepts, skills, and behaviors essential to health, well-being, and happiness, 2) propel you into experiences about which you may not realize the importance, and/or may not do on your own, 3) enhance your current well-being and happiness, 4) compile reflections, pictures, and images for your final design challenge, and 4) give you an opportunity to have fun!
  - Challenges include explaining wellness to peers, self-assessments, tracking a behavior, mindfulness meditation, acts of kindness, practicing a health-related skill or behavior, and self-reflection on learning and potential improvements in health, well-being, and/or happiness at the end of the semester.
- 2) **Self-Assessments:** online tests to evaluate the status, level, and characteristics of your health, well-being, and happiness among multiple dimensions.
- 3) **Discussion Boards:** written (or video) interaction with classmates and the instructional team to enhance learning and contribute to the teaching/learning community. The purpose of the online interaction is to improve engagement in the material, share thought-provoking ideas, trends, issues in health and well-being, and provide feedback regarding the course overall or your experiences.
- 4) **Digital Portfolio:** Completing the “About Me” section of your Digital Portfolio will count toward participation (The digital portfolio will be used to post your creative Life Design at the end of the semester (see “Life Design” below)  
*Note about your Digital Portfolio: Intended as a dynamic profile for use at ASU to document coursework for reflection and connection to enhance meaning and learning in your education and better prepare you for the workforce.*

### Mini-Quizzes (35%)

Short non-cumulative mini-quizzes (self-checks) covering content from the previous module, including readings, videos, podcasts, and lectures. No late mini-quizzes (refer to the late policy).

- 5-10 multiple-choice/true-false questions
- No time limit, 2 attempts (No late submissions accepted; see late policy)
- Availability: THURS, 5:00am - SUN, 11:59pm of the week specified in the Course Schedule

### Life Design (15%)

This culminating assignment is your ultimate challenge to creatively synthesize and apply your knowledge, insights, goals, and inspiration from this course to your life. Incorporating design thinking ideas and tools, and integrating your strengths and values among multiple dimensions of health, well-being, and happiness, you will create a visual illustration of your desired pathways and direction for your life in the present, the next 5 years, and beyond.

Using any online and/or physical “tools” of your choice, you will post the illustration as a .jpg to your Digital Portfolio. Detailed instructions and rubric are posted in Blackboard.

#### “Tool” Examples

- **Online:** mindmap, prezi,, power point, etc.
- **Physical:** post-it notes, pen and paper, journal pages, string and paper, etc.

**No late submissions allowed for any course requirement (refer to the late policy)**



## GRADING

### Method of Evaluation

Requirement	%
Participation	50
Mini-Quizzes	35
Life Design (Digital Portfolio)	15
<b>Total</b>	<b>100</b>

### Final Letter Grade

Letter Grade	Percentage
A+	100 - 96.5
A	96.4 - 93.5
A-	93.4 - 89.5
B+	89.4 - 86.5
B	86.4 - 83.5
B-	83.4 - 79.5
C+	79.4 - 74.5
C	74.4 - 69.5
D	69.4 - 59.5
E	59.4 - 0

### Grading Procedure

Grades reflect your performance on participation, mini-quizzes, and assignments, including adherence to posted Grading Rubrics and deadlines. Grades will be posted within **1 week** of the due date via the Blackboard Grade Center.

## Course Polices & Procedures

### Communicating with your Instructional Team

**“Three Before Me”** (course-related student-instructional team communications). This policy has been established in an effort to help you identify course-related answers before we are available, post answers for all students to view answers, and to improve your troubleshooting skills!

Check these three sources for an answer before posting a question in the *Course Conversations* Discussion Board or emailing the Instructional Team.

#### 1. Course Resources

- Syllabus, Schedule, Assignment Instructions, Rubrics, Video Tutorials, etc.
- Technology Resources --> 24/7 Tech Support & Digital Portfolio Help

#### 2. Blackboard Announcements/Emails

#### 3. *Course Conversations* Discussion Board

If you have questions of a personal nature, such as relating a personal emergency, or something else that needs to be communicated privately, email your Instructional Associate and your Instructor.

**You can expect a response within 24 hrs, except on weekends.**

### Email & Internet Communication

ASU email is an [official means of communication](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU- assigned email regularly for course related messages.

**All Instructional Team correspondence will be sent to your ASU email account.**

### Late Policy

- All due dates are firm and must be submitted on time for credit (AZ MTN Standard Time).
- NO EXCEPTIONS for technology, computer, Internet, or other issues (Start assignments early just in case!)
- **APPROVED EXCEPTIONS** (Instructor’s discretion - considered based on table)

	Exception	For Approval Email your Instructor AND your Instructional Associate...
1.	Emergency	No later than 24 hrs AFTER the deadline
2.	Special Situation	At least 24 hrs BEFORE the deadline
3.	<a href="#">Disability Accommodations</a>	By SUNDAY, 11:59pm, Week 2
4.	<a href="#">Accommodation for Religious Practices</a>	By SUNDAY, 11:59pm, Week 2
5.	<a href="#">University-Sanctioned Activities</a>	By SUNDAY, 11:59pm, Week 2

**\*Note: Late Approved Mini-Quizzes/Assignments must completed within 1 wk of the original deadline for credit.**

## Submitting Assignments

- All Mini-Quizzes/Assignments MUST be submitted as instructed for credit (i.e., Blackboard or ASU Digication).
- If submitted in the incorrect area, and/or emailed to the Instructor or Instructional Associate, it will not be accepted, and will result in earning a zero.

## Subject to Change Notice

All course content, mini-quizzes, assignments, and due dates are subject to change with prior notice. It is your responsibility to review the course site regularly, check your ASU email, and/or communicate with other students to adjust as needed.

## Course Time Commitment

A three-credit course requires 135 hours of student work, which includes time reading, studying, preparing, and completing course requirements, as well as active participation and engagement in the course.

**15-wk Hybrid Students: 9-10 hrs per week**

**7.5 wk Online Students: 18 hrs per week** (6 hours per credit hour). This format covers the same amount of material, but in a condensed time-frame.

## Drop & Add Dates/Withdrawals

If you feel it is necessary to withdraw from the course, please see <http://students.asu.edu/drop-add> for full details on the types of withdrawals that are available, and their procedures.

There are specific deadlines to [drop or add the course](#). Consult with your advisor and notify your Instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

## Grade Appeals

Grade disputes must first be addressed by discussing the situation with the Instructor. If the dispute is not resolved with the Instructor, the student may appeal to the department chair per the [University Policy for Student Appeal Procedures on Grades](#).

## Student Conduct & Academic Integrity

ASU expects and requires all its students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments. For more information on academic integrity, including the policy and appeal procedures, please visit <http://provost.asu.edu/academicintegrity> and the *Student Conduct Statement* below.

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

Additionally, required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures](#), [Computer, Internet, and Electronic Communications policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). Anyone in violation of these policies is subject to sanctions.

[Students are entitled to receive instruction free from interference](#) by other members of the class. An Instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#).

Appropriate online behavior (also known as *netiquette*) is defined by the Instructor, and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the Instructor. The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

## Prohibition of Commercial Note Taking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

## Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

## Syllabus Disclaimer

The syllabus (including course schedule) is a statement of intent and serves as an implicit agreement between the Instructor and the student. Every effort will be made to avoid making changes, but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

## Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the [Disability Resource Center](#) (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

**Disability Accommodations:** Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to the Instructor at the beginning of the semester.

**Note:** Prior to receiving disability accommodations, verification of eligibility from the DRC is required. Disability information is confidential.

**Establishing Eligibility for Disability Accommodations:** Students who feel they will need disability accommodations in this class, but have not registered with the DRC should contact the DRC immediately. Students should contact the DRC on the campus that your class is being held.

[Qualified students with disabilities may be eligible to receive academic support services and accommodations.](#)

Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are [responsible for requesting accommodations and providing qualifying documentation](#) to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Campus-specific location and contact information (<https://eoss.asu.edu/drc/contactus>) can be found on the DRC website (<http://eoss.asu.edu/drc>).

DRC offices are open 8 a.m. to 5 p.m. Monday - Friday.  
Check the DRC website for eligibility and documentation policies.

**Email:** [DRC@asu.edu](mailto:DRC@asu.edu), **DRC Phone:** (480) 965-1234, **DRC Fax:** (480) 965-0441

To speak with a specific office, please use the following information:

**ASU Online and Downtown Phoenix Campus**

University Center Building, Suite 160  
602-496-4321 (Voice)

**Polytechnic Campus**

480-727-1165 (Voice)

**West Campus**

University Center Building (UCB), Room 130  
602-543-8145 (Voice)

**Tempe Campus**

480-965-1234 (Voice)

## **Title IX**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted. You can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>