

EDUCATION 275 Winter Term 2022 12-1:30 T/TH

Wellness for Learning, Teaching, Coaching, and Leadership

Professor: Shelly Kovacs skovacs@umich.edu 734-645-3737 Office hours: Tues 3-4 or by appt

GSI: Tarale Murray murrytg@umich.edu 512-968-7862
Teaching Assistant: Jason Fine jafine@umich.edu 914-629-4241

WELLNESS FOR TEACHING, LEARNING COACHING AND LEADERSHIP

This course examines factors that contribute to (or detract from) our ability to reach peak performance in everything we do. Mental, emotional, psychological, and physical wellness comprise the foundation of performance and productivity. Students will learn practices to promote wellness, in themselves and others, to support learning, teaching, coaching, and leadership.

COURSE DESCRIPTION

How do we achieve our maximum potential at every stage of our adult lives? This course examines the factors that contribute to, and detract from, reaching our peak performance in everything we do. Wellness in all of its manifestations including mental, emotional, psychological, physical, educational, environmental, spiritual, occupational, and financial wellness are the gatekeepers to performance and productivity at every level. Within this context, wellness is defined by the National Wellness Institute as “a conscious, self- directed and evolving process of achieving full potential.” Students will learn the strategies and best practices that promote wellness to facilitate the cross pollination of learning, teaching, coaching and leadership through high school, college, and in the workforce.

To maximize the individual value of this course, you will have choices for some of the requirements including the required reading, your individualized self- improvement project, and a final wellness commercial. We will be meeting with students one on one during the 2nd and 3rd class periods to get to

know you to assist with your reading choices and self-improvement project selection. *With these choices come responsibilities; you will have to monitor and pace yourself with your reading requirement and self-improvement projects. The unique opportunity for students to actually work on improving your own wellness and the choices for individualized content require responsibility and commitment to the course goals. Make the most of this opportunity - your adult self is depending on you!*

BE ADVISED that self pacing and self monitoring your content requirement is the most challenging aspect of this course for many students.

GUEST SPEAKERS

There will be a number of prominent guest lecturers who have great expertise across the spectrum of this course. A few of the reading options are books written by our guest lectures. In order to accommodate their schedules, I've had to be flexible about dates and the order of content. We will be creating a comprehensive over view of the content in class discussions so you will be able to flex with this schedule, as well. If you have chosen to read a book written by a speaker, it is wise to coordinate your reading with the scheduled lecture of that author. Prepare for guest speakers by researching them on Google and LinkedIn PRIOR to their class lecture. There is no doubt that each of these professionals will cross over into multiple areas of the wellness construct during their class time with you.

After each guest speaker you will be required to write a reflection in an ongoing journal of what the speaker presented. The purpose of integrating guest speakers with this content is to provide the highest possible exposure and expertise to their uniquely specialized areas. **To ensure your understanding of the content, the reflections must include your thoughts about what you learned from the speaker, how their message applies to the course content, and the impact of their message on you, personally.** In order to earn the maximum points for reflection papers, they must be well written and include the underlined above criteria.

LECTURE TOPICS

There may be additional lectures by Prof Kovacs on hot wellness topics and factors that will be incorporated into the syllabus on a “to be determined” basis.

COURSE POLICIES

- **Attend class**, arrive promptly and fully prepared to participate, conduct yourselves in a professional and respectful manner at all times. Given that we may have virtual class sessions, video cameras must be on during class.
- **Canvas Course Announcements will be used to communicate important and updated information. Be sure to check your Announcements often.**
- If you must miss a lecture, you are responsible to view the taped version.
- If you need help with anything, we want to hear from you, but proactively and not last minute.
- Due dates are firm due dates unless alternative dates are approved in advance or under exceptional circumstances, at the time of the due date or shortly thereafter. I will accept late assignments but the point value will be taxed for late submissions.
- **Requests for accommodations through SSD must be made within the first three weeks with supporting documentation.**

ASSIGNMENTS

CONTENT REQUIREMENT: DUE Jan 18

One of the unique aspects of this course is that you chose your own content requirement from the Educ 275 Content Selection List in Canvas. The majority of your content will be written pages however you may choose podcasts to augment your book reading. Detailed information is on the list. You may also submit a request for approval of a book, article or podcast you'd like to use. Request forms are in Canvas. Please submit your approval request forms to Tarale or Jason.

You should have a minimum of 5 selections and since lengths of the books will vary, you may use podcasts and articles to augment and balance your selection. If your book list is short, you may be required to add one more or if it looks like you're taking on too much, we'll tell you that, too. Your choices may, or may not, be related to your S.I.P.

ADDITIONALLY, there are 2 required short books for this course that must be read by January 20th. Both books are available at local bookstores and on Amazon.

Be the Sun, Not the Salt by Dr. Harry Cohen

Make Your Bed by Admiral William McRaven

- All work will be your original research, thoughts, and writing.
- All sources, foot notes and bibliographies will be appropriately cited.
- Zero tolerance for plagiarism of any sort. ***Ignorance is never a defense.*** Consult the University guidelines on what constitutes plagiarism

<https://www.lib.umich.edu/academic-integrity/understanding-plagiarism>

- Due dates are due dates except for unforeseen circumstances in which alternate dates require approval. Extensions for known extenuating circumstances or religious observances must receive prior approval for agreed upon submission dates. Late submissions without prior approval will be accepted with an automatic reduction in points and will have a proportionate impact on your class participation grade.
- **Outlines, rough drafts, and consultations, and emails are strongly encouraged. I am committed to still making this course as individually meaningful as possible while working within our course format.**

GRADING BASED ON POINTS

25% Participation: Attendance, **participation with “all in” mentality**, demonstrable commitment to putting in and getting the most out of this class, participating in class and small group discussions, following directions, meeting deadlines, asking questions, providing feedback when asked, responding to guest speakers' questions. 25% is a high percentage of your grade for participation

because this class structure requires your "all in" effort. So, are you all in? If not, this may not be the right class for you.

25% Self Improvement Plan (S.I.P.):

This project is intended to give you the opportunity to work to improve some aspect of your behavior that will improve a specific aspect of your own wellness. **We will be meeting with students individually about your S.I.P ideas the 2nd and 3rd class sessions. Proposals are due in Canvas Thurs Jan 20th and may be submitted earlier. Use the S.I.P. Proposal form in Canvas. Proposal feedback will either be “looks great” or will include revisions to be submitted within 4 days from receiving them so as not to delay your project start. **Projects must be conducted for a minimum of 8 weeks and will be presented to me and possibly Tarale and Jason but not the class in April time slots** to be determined. More details will be available in Canvas.**

25% Reflection Papers: Both content and speaker reflections are to be submitted as a continuous document. Please start a new document after each due date.

A. Content Reflection Papers

Content reflection papers are due at midnight on the last day of each month, Jan 30th, Feb 28th, and March 31st in order to track your content requirement progress and document your completion of this content requirement. There is a document in Canvas that details what the content of reflection papers and journals should include.

B. Guest Speaker Reflection Journals:

Reflections on the speaker’s message, how it impacts you (may include to your Self-Improvement Project), what you agree or don’t agree with, how it relates to the mission of wellness and course content will be entered in your ongoing journal over the course of the term. Journals are due Feb 28th and April 4th. Grading will be point values and based upon on your level of thought process and integration into the course content.

If you are working toward an A in this class, all journals and content reflections must meet the criteria, be well written, and submitted on time. I suggest making your own calendar with your own completion dates to help keep you on pace with the content and speaker assignments. It is easy to lapse during the term because most students do not have the experience of pacing themselves without the pressure of exams or ongoing regular deadlines.

25% Wellness Commercial Final Presentation

Students will select a wellness problem from any leaf on the wellness paradigm, propose a solution and implementation plan for class presentation. You will have the choice of doing an individual or group final project. Topics may include any aspect of wellness, or lack thereof, that impacts teenagers through elderly adults. Content should include why you selected your topic, researched documentation of the problem, solution, and implementation plan. They will be graded based upon stated criteria and presented in assigned time slots in April. Look for the assignment document in Canvas later in the term. We are happy to suggest ideas, especially since there are a number of topics we won't have time to cover in class. **Commercial proposals are due February 15th.**

GRADING SCALE

In short, you will get out of this class what you put into it and your grade will be a reflection of that effort. This course is a very unique opportunity for you to legitimately use class time, study time, and earn credit for improving your own wellness. Make the most of it!

A = Outstanding performance. The student shows a keen appreciation of course concepts. Assignments and projects reflect diligence, thoughtful integration of course content, completion of reading content requirements, creativity, polish, and the appropriate amount of preparation expected for the assignment. Class participation reflects stated criteria, including full engagement in class sessions and communication with instructor, speakers, and classmates, and makes thoughtful and relevant contributions to discussions incorporating own opinions with knowledge learned through course content.

B = Performance on assignments and in class that falls between the levels required for an A and a C; not outstanding, completed all requirements and assignments, but better than simply meeting basic requirements.

C = Performance that only meets basic course requirements. The student completed assignments and demonstrated grasp of basic elements of the course, but without detectable diligence, imagination, or beyond minimal effort or thoughtfulness. The student's contributions to discussions show they have read the assigned readings, but without much consideration, just going through the motions of being enrolled in the course.

D = Performance that is worthy of course credit but falls short of basic requirements.

E= Failure to meet basic requirements such that no credit can be assigned.

COURSE CALENDAR

Specific dates listed below may be altered to accommodate guest speaker schedules or relevant class discussions of current events impacting course content.

Thurs Jan 6

- Introduction
- What is Wellness exercise
- Review Course Syllabus and requirements
- Personal Canvas Wellness Ranking
- Immediate homework due Jan 20: READ "Make Your Bed" and "Be the Sun Not the Salt"

Tues Jan 11 & Thurs Jan 13

- Wellness ranking feedback
- Discussions facilitated by Tarale and Jason while students meet one on one with Prof Kovacs about content requirement and SIP

Thurs Jan 20

- Guest speaker Dr. Harry Cohen
- Content and SIP proposals due

The course will be organized into general themes of :

#1. Foundations of Wellness

#2. The Mind/Body Connection

#3. It Takes a Village, Or In This Case, An 8 Leaf Paradigm

The remainder of dates are pending specific speaker confirmations and will be posted as confirmed.

Specific due dates appear in the syllabus above

UM and SOE Syllabus Information

Student Well-Being (UM added this fall term as a requirement to standard syllabus language)

Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, mental health, alcohol or other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help is a courageous thing to do for yourself and those who care about you. If the source of your stressors is academic, please contact me so that we can find solutions together. For personal concerns, U-M offers the following resources:

- [Counseling and Psychological Services \(CAPS\)](#) - confidential; 734-764-8312; for after-hours urgent support, call and press 0; counseling, workshops, groups and more, counselors are embedded in some schools **[insert school-specific details if possible]**
- [Dean of Students Office](#) - 734-764-7420; provides support services to students and manages critical incidents impacting students and the campus community
- [Ginsberg Center for Community Service Learning](#) - 734-763-3548; opportunities to engage as learners and leaders to create a better community and world
- [Multi-ethnic Student Affairs \(MESA\)](#) - 734-763-9044; diversity and social justice through the lens of race and ethnicity
- [Office of Student Conflict Resolution](#) - 734-936-6308; offers multiple pathways for resolving conflict
- [Office of the Ombuds](#) - 74-763-3545; students can raise questions and concerns about the functioning of the university.
- [Services for Students with Disabilities \(SSD\)](#) - 734-763-3000; accommodations and access to students with disabilities
- [Sexual Assault Prevention and Awareness Center \(SAPAC\)](#) - confidential; 734-764-7771 or 24-hour crisis line 734-936-3333; addresses sexual assault, intimate partner violence, sexual harassment, and stalking
- [Spectrum Center](#) - 734-763-4186; support services for LGBTQ+ students

- [Trotter Multicultural Center](#) - 734-763-3670; intercultural engagement and inclusive leadership education initiatives
- [University Health Service \(UHS\)](#) - 734-764-8320; clinical services include nurse advice by phone, day or night
- [Well-being for U-M Students website](#) - searchable list of many more campus resources
- [Wolverine Wellness](#) - confidential; 734-763-1320; provides Wellness Coaching and much more

GRADING SCALE

A+	100	A	99-94	A-	93-90
B+	89-88	B	87-84	B-	83-80
C+	79-78	C	77-74	C-	73-70
D+	69-68	D	67-64	D-	63-60

NOTE: Students must earn a grade of C or better in ED MINOR courses and maintain an overall GPA of 2.0 in the ED MINOR.

GENDER PRONOUNS

All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will share the name we prefer to be called and, if we choose, share the pronouns with which we would like to be addressed. Teaching interns can indicate their personal pronouns via Wolverine access, using the *Gender Identity* tab under *Student Business*. As instructors, we will do our best to address and refer to all teaching interns accordingly and support classmates in doing so as well.

U-M GUIDANCE TO STUDENTS REGARDING CONFLICTS BETWEEN THE ACADEMIC AND RELIGIOUS CALENDARS

Although the University of Michigan, as an institution, does not observe religious holidays, it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent... Students who are absent on days of examinations or class assignments shall be offered an

opportunity to make up the work, without penalty, unless it can be demonstrated that a make-up opportunity would interfere unreasonably with the delivery of the course....

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

If you think you need an accommodation for a disability, please let us know ASAP. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make us aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate academic accommodations. SSD (734.763.3000; ssd.umich.edu) typically recommends accommodation through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

ACADEMIC INTEGRITY

Examples of academic misconduct include but are not limited to the following:

- Cheating
- Plagiarism
- Unacceptable Collaboration
- Falsification of Data, Records, and Official Documents
- Aiding and Abetting Dishonesty
- Unauthorized or Malicious Interference/Tampering with Office Property
- Classroom Disturbances

Any violation of standards for academic integrity will result in severe penalties, which might range from failing an assignment to failing the course.

UNIVERSITY STATEMENT ON PLAGIARISM

Plagiarism is using and passing off as one's own the writings or ideas of another person. It is, in short, a form of intellectual theft that violates the basic ethical standards of any academic community. The cut-and-paste features of modern word processors and web browsers make plagiarism remarkably easy to commit, but this ease does not diminish the severity of the offense. Students working on web-based research projects should be especially vigilant about avoiding the temptation simply to lift material from other online sources into their work. Feel free to incorporate all the links you like to other useful sites you may find on the web. Do not copy their content, though, without proper attribution (which includes full MLA citation). Any web project that is found to contain plagiarized content will receive a failing grade, and its authors may be subject to disciplinary action by the university.

The following guidelines, adapted from the English Department's policy statement on plagiarism, may be helpful in clarifying the difference between acceptable and unacceptable "borrowing."

Plagiarism occurs when a student submitting academic work:

1. Does not properly attribute words or ideas to their original source.
2. Quotes from another author's writing without citing that author's work.
3. Cites, with quotation marks, portions of another author's work, but uses more of that work without quotation marks and without attribution.
4. Takes an essay from a site on the Web or a "library" of already-written papers and submits it, in whole or in part, as his or her own work.
5. Steals a paper from another student and then submits that paper as coursework.
6. Submits the same paper twice for two different assignments.
7. Takes the results of another's research and attempts to pass those results off as his or her own work.

Evidence of any of the above behaviors is considered a serious breach of university ethics and will result in severe academic sanctions. Students are strongly encouraged to read the full text of the policy statement or check with their instructor should any questions remain about these guidelines. Students should also be aware that certain uses of others' work, even with proper attribution, may be subject to copyright law.

SUPPORT SERVICES

Office of Services for Students with Disabilities <http://ssd.umich.edu/>

Offers selected student services which are not provided by other University offices or outside organizations. Services are free of charge. Assists students in negotiating disability-related barriers to the pursuit of their education. Strives to improve access to University programs, activities, and facilities for students with disabilities.

Location: G-664 Haven Hall 505 South State Street

Hours: 8:00AM-5:00PM Mon-Fri

Phone: (734) 763-3000

E-mail: ssdoffice@umich.edu

Mental Health Support Resources

The University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and <https://caps.umich.edu/>.

Location: Third floor of the Michigan Union (Room 3100)

Hours: 8:00AM-7:00PM Monday-Thursday and 8:00AM-5:00PM Friday

You may also consult University Health Service (UHS) at (734) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

For a listing of other mental health resources available on and off campus, visit: <http://umich.edu/~mhealth/>.

Support for Students Experiencing Food and/or Housing Insecurity

Any student who faces challenges securing food, housing or other basic needs and believes this may affect their performance in the course is urged to contact the Dean of Students Office (734-764-7420; deanofstudents@umich.edu; 609 Tappan Street) for support.

ITCS Computing Assistance Hotline <http://its.umich.edu/help/>

Provides support for various computer resources and services at the University of Michigan.

Monday–Friday: 7:00 a.m.–6:00 p.m.

Sunday: 1:00 p.m.–5:00 p.m. (email only)

(734) 764-HELP

Sweetland Writing Center <https://lsa.umich.edu/sweetland/undergraduates/writing-support>

The Sweetland Writing Center offers undergraduate students writing assistance through Peer Writing Centers, Online Writing Lab, and the Writing Workshop.

Location: 1310 North Quad **Phone:** (734) 764-0429 **Email:** sweetlandinfo@umich.edu

EDUCATION 275 Winter Term 2021 12:30-1:50 T/TH

Wellness for Learning, Teaching, Coaching, and Leadership

Professor: Shelly Kovacs skovacs@umich.edu 734-645-3737 Office hours: Tues 3-4 or by appt

Teaching Assistant: Caitlin Esse cesse@umich.edu 203-522-6318 Office hours Fri 12-1

WELLNESS FOR LEARNING, TEACHING, COACHING AND LEADERSHIP

This course examines factors that contribute to (or detract from) our ability to reach peak performance in everything we do. Mental, emotional, psychological, and physical wellness comprise the foundation of performance and productivity. Students will learn practices to promote wellness, in themselves and others, to support learning, teaching, coaching, and leadership.

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with students one on one during the 2nd and 3rd class periods (and my office hours if necessary) to get to know you to assist with your reading choices and self-improvement project selection. With these choices come responsibilities; you will have to monitor and pace yourself with your reading requirement and self-improvement projects. The unique opportunity for students to actually work on improving your own wellness and the choices for individualized content require responsibility and commitment to the course goals. Make the most of this opportunity - your adult self is depending on you!

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LECTURE TOPICS

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COURSE POLICIES

- **Attend class**, arrive promptly and fully prepared to participate, conduct yourselves in a professional and respectful manner at all times. Video cameras must be on during class.
- If you must miss a lecture, you are responsible to view the taped version.
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ASSIGNMENTS

- All work will be your original research, thoughts, and writing.
- All sources, foot notes and bibliographies will be appropriately cited.
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- **Outlines, rough drafts, and consultations, phone calls, and emails are strongly encouraged. I am committed to still making this course as individually meaningful as possible while working within our virtual format.**

GRADING BASED ON 100 POINTS

25% Participation: Attendance, **participation with “all in” mentality**, demonstrable commitment to putting in and getting the most out of this class, following directions, meeting deadlines, participating in class discussions, asking questions, providing feedback when asked, responding to guest speakers’ questions. 25% is a high percentage of your grade for participation because this class structure requires your "all in" effort. So, are you all in?

25% Self Improvement Plan (S.I.P.):

This project is intended to give you the opportunity to work to improve some aspect of your behavior that will improve a specific aspect of your own wellness. **I will be meeting with students individually about your S.I.P ideas the 2nd and 3rd class sessions. Proposals are due Tues, Feb 2nd and may be submitted earlier. Use the S.I.P. Proposal form in Canvas. My proposal feedback will either be “looks great” or will include revisions to be submitted within 48 hours from receiving them so as not to delay your project start. **Projects must be conducted for 8 weeks, portfolios are due March 30th, and will be presented to just me beginning April 1st** in time slots to be determined. More details are included in the assignment document in Canvas.**

25% Required Content Requirement & Reflection Papers:

I will provide a list of reading and podcast options from which you will review and choose your content requirement. You should have a minimum of 5 selections and since lengths of the books will vary, you may use podcasts and articles to augment and balance your selection. Your choices may, or may not, be related to your S.I.P. In addition, there are 3 required readings included on the content list in Canvas. Given the varying lengths of books on the list, be sure to use the Required

Content form in Canvas to **submit your proposal no later than FEB 2nd** (note this is the same day as the S.I.P. proposals are due so **DO NOT WAIT UNTIL THE LAST MINUTE**).

A. Content Reflection Papers

Content reflection papers are due at midnight on the last day of each month, Jan 30th, Feb 28th, and March 31st to track your content requirement progress and document your completion of the content requirement. There are templates in Canvas for Required Content Reflections.

B. Guest Speaker Reflection Journals:

Reflections on the speaker's message, how it impacts you (may include reference to your Self-Improvement Project), what you agree or don't agree with, how it relates to the mission of wellness and course content will be entered in your ongoing journal over the course of the term. Journals are due half way through the term March 28th and at the end of the term. Grading will be point values and based upon on your level of thought process and integration into the course content.

If you are working toward an A in this class, all journals and content reflections must meet the criteria, be well written, and submitted on time. I suggest making your own calendar with your own completion dates to help keep you on pace with the content and speaker assignments. It is easy to lapse during the term because most students do not have the experience of pacing themselves without the pressure of exams or ongoing regular deadlines.

25% Wellness Commercial Final Presentation

Students will select a wellness "problem", propose a solution, and implementation plan for class presentation. Your topic can include any aspect of wellness, or lack thereof, that impacts teenagers through elderly adults. Content should include why you selected your topic, researched documentation of the problem, solution, and implementation plan. In addition, you are to include your most meaningful take away from this class and the book, article, or podcast from the course content list you will tell your best friend he/she **MUST** read! Presentations should be 5 minutes and allow another 5 for class discussion/reaction. They will be letter

graded based upon stated criteria and presented in assigned time slots in April. Look for the assignment document in Canvas. I am happy to suggest ideas, especially since there are a number of topics I hope to see covered.

GRADING SCALE

In short, you will get out of this class what you put into it and your grade will be a reflection of that effort. This course is a very unique opportunity for you to legitimately use class time, study time, and earn credit for improving your own wellness. Make the most of it!

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B = Performance on assignments and in class that falls between the levels required for an A and a C; not outstanding, completed all requirements and assignments, but better than simply meeting basic requirements.

C = Performance that only meets basic course requirements. The student completed assignments and demonstrated grasp of basic elements of the course, but without detectable diligence, imagination, or beyond minimal effort or thoughtfulness. The student's contributions to discussions show they have read the assigned readings, but without much consideration, just going through the motions of being enrolled in the course.

D = Performance that is worthy of course credit but falls short of basic requirements.

E = Failure to meet basic requirements such that no credit can be assigned.

COURSE CALENDAR

Specific dates listed below may be altered to accommodate guest speaker schedules or relevant class discussions of current events impacting course content.

Tues January 19

- Introductions
- Course goals & topic relevance 2020 and 2021
- Class discussion about January 2021
- Wellness Ranking: submit via Canvas
- **Homework:**
 1. Submit Canvas Wellness Ranking
 2. Read syllabus and be prepared to ask questions on Thurs
 3. “Make Your Bed” and “Be the Sun Not the Salt” required readings

Thurs Jan 21

- Follow up discussion January 2021
- Review syllabus & discuss Wellness Constructs
- Wellness ranking feedback
- **Homework:** Be prepared to discuss S.I.P. and content requirement individually with me during one-on-one meetings starting Tues Jan 26

Tues Jan 26

- Start one-on-one meetings for S.I.P. and content requirements
- Students work on content and S.I.P. proposals while I meet with students

Thurs Jan 28

- Continue one-on-one meetings
- Work on proposals and/or have reading material for THIS class during the individual instructor meetings

Tues Feb 2 THE MIND & BODY CONNECTION

- Guest speaker Dr. Allan Mishra; orthopedist and faculty member at Stanford, UM undergrad and Med School, pioneered work on Vitality component of wellness
- **Last day to submit reading and self-improvement proposals**
- The Mind & Body Connection
- Homework: Finish reading *Be the Sun, Not the Salt*.

Thurs Feb 4

- **Guest speaker Dr. Harry Cohen**, behavioral psychologist, author of *Be the Sun, Not the Salt*.

Tues Feb 9

- **Guest speaker Dr Victor Katch**, professor emeritus of Movement Science, renowned exercise physiologist, has researched fitness, nutrition, exercise, and elite performance for 45 years; new research emphasis is living to be 100.

Thurs Feb 11

- Class discussion comparing the messages of Dr. Cohen and Dr. Katch

Tues Feb 16

- **Guest speaker Darlene Sosenko**, Integrative Movement Specialist, Certifications from the National Academy of Sports Medicine, Stott Pilates, Gerontic, Yoga, and Integrative Health, owner of The Studio on Main St.

Thurs Feb 18

- **Guest speaker Dr. Michelle Segar**, behavioral sustainability scientist,

author of *No Sweat: How the Simple Science of Motivation Can Bring You a Lifetime of Fitness* speaking on creating autonomous and sustained motivation for self-care behaviors

Tues Feb 23

- **Guest speaker Dr. Craig Stoller**, Align Chiropractic; facilitating better health and human performance through a more active, fulfilled life.

Thurs Feb 25

- Class discussion for Sosenko, Segar, and Stoller

Tues March 2 Psychological & Emotional Wellness

- Guest speaker **Will Heininger**; UM Depression Center, Former UM football player

Thurs March 4

- Guest speaker **Shawn Blanchard**, author of *How 'Bout That for a Crack Baby: Keys to Mentorship and Success*, nationally recognized expert in mentorship, leadership, entrepreneurship, and education.

Tues March 9

- Class discussion on speakers Heininger and Blanchard

Thurs March 11 Coaching & Leadership

- Guest speaker **Coach John Beilein**

Tues March 16

- Guest speaker **Coach Ron Bellamy**; West Bloomfield High football coach and former UM football player

Thurs March 18

- Class discussion on Coaches Beilein & Bellamy

Tues March 23

No Class; Winter Wellness Break

Thurs March 25

- Guest speaker **Brian Townsend**; Director of Leadership Development for UM Athletic Department

Tues March 30

- Guest speaker **Shavannia Williams**; SW Group Strategic Marketing and Communications Consultant, Founder CEO Heels & Helmets

Thurs April 1

- Class discussion on Mr Townsend and Ms. Williams
- Begin Wellness Commercial presentations

Tues April 6, Thurs April 8, Tues April 13, Thurs April 15, Tues April 20 (last day of class)

- Wellness commercial presentations
- Class discussions

UM and SOE Syllabus Information

Student Well-Being (UM added this fall term as a requirement to standard syllabus language)

Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, mental health, alcohol or other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help is a courageous thing to do for yourself and those who care about you. If the source of your stressors is academic, please contact me so that we can find solutions together. For personal concerns, U-M offers the following resources:

- [Counseling and Psychological Services \(CAPS\)](#) - confidential; 734-764-8312; for after-hours urgent support, call and press 0; counseling, workshops, groups and more, counselors are embedded in some schools **[insert school-specific details if possible]**
- [Dean of Students Office](#) - 734-764-7420; provides support services to students and manages critical incidents impacting students and the campus community
- [Ginsberg Center for Community Service Learning](#) - 734-763-3548; opportunities to engage as learners and leaders to create a better community and world
- [Multi-ethnic Student Affairs \(MESA\)](#) - 734-763-9044; diversity and social justice through the lens of race and ethnicity
- [Office of Student Conflict Resolution](#) - 734-936-6308; offers multiple pathways for resolving conflict
- [Office of the Ombuds](#) - 734-763-3545; students can raise questions and concerns about the functioning of the university.
- [Services for Students with Disabilities \(SSD\)](#) - 734-763-3000; accommodations and access to students with disabilities
- [Sexual Assault Prevention and Awareness Center \(SAPAC\)](#) - confidential; 734-764-7771 or 24-hour crisis line 734-936-3333; addresses sexual assault, intimate partner violence, sexual harassment, and stalking
- [Spectrum Center](#) - 734-763-4186; support services for LGBTQ+ students
- [Trotter Multicultural Center](#) - 734-763-3670; intercultural engagement and inclusive leadership education initiatives
- [University Health Service \(UHS\)](#) - 734-764-8320; clinical services include nurse advice by phone, day or night
- [Well-being for U-M Students website](#) - searchable list of many more campus resources
- [Wolverine Wellness](#) - confidential; 734-763-1320; provides Wellness Coaching and much more

GRADING SCALE

A+	100	A	99-94	A-	93-90		
B+	89-88	B	87-84	B-	83-80		
C+	79-78	C	77-74	C-	73-70		
D+	69-68	D	67-64	D-	63-60	F	59<

NOTE: Students must earn a grade of C or better in edMINOR courses and maintain an overall GPA of 2.0 in the edMINOR.

GENDER PRONOUNS

All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will share the name we prefer to be called and, if we choose, share the pronouns with which we would like to be addressed. Teaching interns can indicate their personal pronouns via Wolverine access, using the *Gender Identity* tab under *Student Business*. As instructors, we will do our best to address and refer to all teaching interns accordingly and support classmates in doing so as well.

U-M GUIDANCE TO STUDENTS REGARDING CONFLICTS BETWEEN THE ACADEMIC AND RELIGIOUS CALENDARS

Although the University of Michigan, as an institution, does not observe religious holidays, it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent... Students who are absent on days of examinations or class assignments shall be offered an opportunity to make up the work, without penalty, unless it can be demonstrated that a make-up opportunity would interfere unreasonably with the delivery of the course....

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

If you think you need an accommodation for a disability, please let us know ASAP. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make us aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate academic accommodations. SSD (734.763.3000; ssd.umich.edu) typically recommends accommodation through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

ACADEMIC INTEGRITY

Examples of academic misconduct include but are not limited to the following:

- Cheating
- Plagiarism

- Unacceptable Collaboration
- Falsification of Data, Records, and Official Documents
- Aiding and Abetting Dishonesty
- Unauthorized or Malicious Interference/Tampering with Office Property
- Classroom Disturbances

Any violation of standards for academic integrity will result in severe penalties, which might range from failing an assignment to failing the course.

UNIVERSITY STATEMENT ON PLAGIARISM

Plagiarism is using and passing off as one's own the writings or ideas of another person. It is, in short, a form of intellectual theft that violates the basic ethical standards of any academic community. The cut-and-paste features of modern word processors and web browsers make plagiarism remarkably easy to commit, but this ease does not diminish the severity of the offense. Students working on web-based research projects should be especially vigilant about avoiding the temptation simply to lift material from other online sources into their work. Feel free to incorporate all the links you like to other useful sites you may find on the web. Do not copy their content, though, without proper attribution (which includes full MLA citation). Any web project that is found to contain plagiarized content will receive a failing grade, and its authors may be subject to disciplinary action by the university.

The following guidelines, adapted from the English Department's policy statement on plagiarism, may be helpful in clarifying the difference between acceptable and unacceptable "borrowing."

Plagiarism occurs when a student submitting academic work:

1. Does not properly attribute words or ideas to their original source.
2. Quotes from another author's writing without citing that author's work.
3. Cites, with quotation marks, portions of another author's work, but uses more of that work without quotation marks and without attribution.
4. Takes an essay from a site on the Web or a "library" of already-written papers and submits it, in whole or in part, as his or her own work.
5. Steals a paper from another student and then submits that paper as coursework.
6. Submits the same paper twice for two different assignments.
7. Takes the results of another's research and attempts to pass those results off as his or her own work.

Evidence of any of the above behaviors is considered a serious breach of university ethics and will result in severe academic sanctions. Students are strongly encouraged to read the full text of

the policy statement or check with their instructor should any questions remain about these guidelines. Students should also be aware that certain uses of others' work, even with proper attribution, may be subject to copyright law.

SUPPORT SERVICES

Office of Services for Students with Disabilities <http://ssd.umich.edu/>

Offers selected student services which are not provided by other University offices or outside organizations. Services are free of charge. Assists students in negotiating disability-related barriers to the pursuit of their education. Strives to improve access to University programs, activities, and facilities for students with disabilities.

Location: G-664 Haven Hall 505 South State Street

Hours: 8:00AM-5:00PM Mon-Fri

Phone: (734) 763-3000

E-mail: ssdoffice@umich.edu

Mental Health Support Resources

The University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and <https://caps.umich.edu/>.

Location: Third floor of the Michigan Union (Room 3100)

Hours: 8:00AM-7:00PM Monday-Thursday and 8:00AM-5:00PM Friday

You may also consult University Health Service (UHS) at (734) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

For a listing of other mental health resources available on and off campus, visit: <http://umich.edu/~mhealth/>.

Support for Students Experiencing Food and/or Housing Insecurity

Any student who faces challenges securing food, housing or other basic needs and believes this may affect their performance in the course is urged to contact the Dean of Students Office (734-764-7420; deanofstudents@umich.edu; 609 Tappan Street) for support.

ITCS Computing Assistance Hotline <http://its.umich.edu/help/>

Provides support for various computer resources and services at the University of Michigan.

Monday–Friday: 7:00 a.m.–6:00 p.m.

Sunday: 1:00 p.m.–5:00 p.m. (email only)

(734) 764-HELP

Sweetland Writing Center <https://lsa.umich.edu/sweetland/undergraduates/writing-support>

The Sweetland Writing Center offers undergraduate students writing assistance through Peer Writing Centers, Online Writing Lab, and the Writing Workshop.

Location: 1310 North Quad **Phone:** (734) 764-0429 **Email:** sweetlandinfo@umich.edu