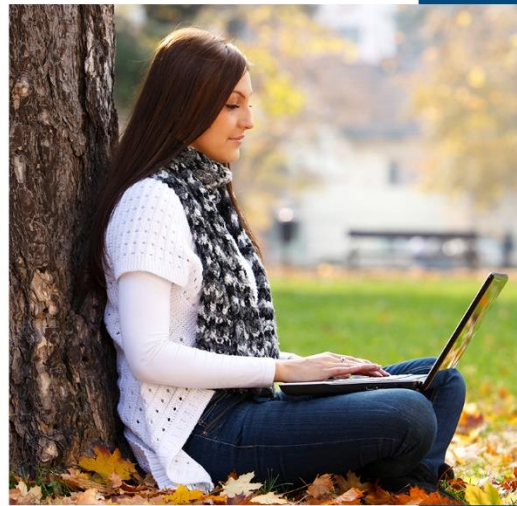
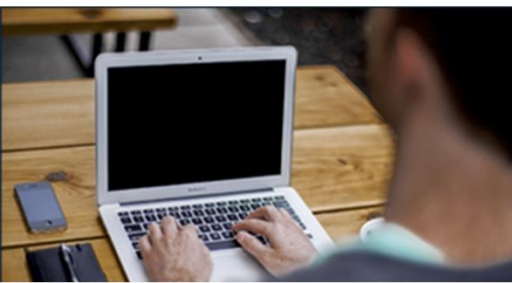




School of
Distance Education
Andrews University

SYLLABUS



**HLED 135 Wellbeing 360
Summer 2023**

HLED 135 Wellbeing 360

School of Distance Education

Interactive Online Format

This course follows an interactive online format and has Thursday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. **Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.**

Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

Communication with the Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within 2 business days during the week and may not be available to respond on weekends.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	Call: (269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	Text: (269) 397-4477

Part 1: Course Information

Course Description

This course will provide lifetime approaches to wholistic wellbeing, knowledge and practice opportunities for transformative change through the lens of the Adventist Health Message. Content will include physical, emotional, spiritual, social, occupational, and financial dimensions; impact factors; and environmental contexts affecting community wellbeing. Experiential activities will be incorporated to discover and apply how to live life to the fullest potential.

Required Text/Material

Darren Morton (2018). *Live More Happy: Scientifically Proven Ways to Lift Your Mood and Your Life*.

Darren Morton & Jason Hinze (2018). *The Lift Project Workbook (electronic)*.

Ramsey, D. (2021). *Foundations Digital*. [Web-based course materials]. Lampo Licensing, Inc.

All required Texts and Materials will be linked to within the course space. The only thing you will need to do is sign up for The Lift Project via an email that you will receive at the beginning of the course and then sign up for a Foundations Digital Account with the information given at the time that you will need it in the course space.

Credit Hour and Commitment

This course is offered for three semester credits; therefore, it is expected that you will spend 135 total hours on this course. This translates to a steady nine hours each week. You'll spend your time reading, accessing instructional materials, interacting with your instructor and classmates, and completing homework.

A recommended weekly schedule to divide your time is provided:

- Readings: 3 hours
- Lectures: 2 hours
- Interactive Discussions: 1 hour
- Quizzes: 1 hour
- Weekly work on Final Paper: 1 hour
- Studying for Upcoming Exams: 1 hours

Institutional Outcomes

Demonstrate competence in intellectual, affective, and practical skills to prepare for careers in the twenty-first century, lifelong learning and service.

Student Learning Outcomes

The student will develop the knowledge and skills to:

1. Develop an individualized wellness plan with fitness and nutrition goals.
2. Identify factors essential for human belonging.
3. Demonstrate cultural awareness.
4. Create a plan for rest and relaxation.
5. Recognize signs of mental illness.
6. Identify characteristics of healthy relationships.
7. Perform an analysis of your strengths for career options.
8. Develop a financial plan.
9. Describe the components of the Made to Thrive, Andrews University Wellness Model.

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include assigned readings and videos from the Lift Project and Foundations Digital websites plus additional resources. There will be weekly quizzes to test your knowledge of the information provided along with a weekly Signature Assignment. Students will also complete a weekly lab that coincides with the topic for the week. The labs are a chance to reflect on the topic more deeply and share with classmates. Regular participation in the course is essential to good performance.

Technical Requirements

- Computer: PC (Win 10 or newer) or MAC (10.14 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: Office 2013 or newer ([Office 365 available here](#))

LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here: <https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements

Important Note: This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you **MUST** participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

Assessment Descriptions

1. Quizzes

There will be two quizzes each week covering the content covered in the online modules. Quizzes are typically worth 5 points each unless noted differently.

2. The Lift Project Workbook Assignments

All students will be required to register as part of The Lift Project. Students will be given access to The Lift Project through their course registration. As part of The Lift Project, an electronic workbook is provided. Students will read and complete sections of The Lift Project workbook throughout the course. The Lift Project Workbook assignments are worth 5 points each.

3. Labs

Students will be required to participate in weekly labs which include videos, discussions and other activities. Points will be given for completing the items in the labs. The lab assignments are worth 20 points each.

4. Final Exam

There will be a final exam at the end of the course. The final exam will be comprehensive and cover information throughout the whole semester. The final exam will be worth 100 points.

5. Signature Assignment

The signature assignment will bring together all elements and topics throughout the semester and present it in a way that students can practice healthy lifestyle habits. The signature assignment will begin with a pre-assessment worth 30 points. Throughout the semester, the students will be required to journal lifestyle habits. Completion of the journal will count for 20 points each week – a template will be provided in Learning Hub. Week 15 will comprise of evaluation questions. The completion of the questions will be worth 20 points. The signature assignment will be completed with a post-assessment worth 20 points.

A signature assignment document will be provided in Learning Hub. This document has all the details of the assignment and provides a weekly breakdown of requirements. Drop boxes for weekly assignments will be provided in Learning Hub as well.

Breakdown of signature assignment points:

Pre-assessment (30 pts.); Post-assessment (30 pts); Evaluation – guided questions (20 pts.); Journal (280 pts.)

Discussion Forums

Discussion forums are opportunities for you, the course instructor and your classmates to engage in robust online conversations. In some instances, where one student is enrolled in a course, discussions will be with the instructor. Those conversations are most often based on academic topics and questions. They are integral to the course and provide avenues for enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors.

Some discussions are formal in nature and call for thorough scholarship. They hold to the same academic standards for originality and honesty as other academic work (e.g. papers, essays, quizzes and exams). Whenever appropriate, any idea or statement in a discussion forum that is not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g. APA, MLA, Chicago, etc.).

There may also be forums in the course in which the discussions are informal. Such discussions may include personal introductions and opportunities to know more about other participants in the course as well as academic topics. Informal forums are great for sharing interests, observations and encouragements with classmates.

For each forum in this course you will be required, unless otherwise instructed, to create an initial post and, at least, two replies to classmates. Course weeks [after the first week] begin on Friday and end on Thursday. The initial post is due by 11:55 pm on Sunday of the week the discussion is assigned. Replies to classmates are due by 11:55 pm on Thursday of the week the discussion is assigned.

Rubrics

All signature assignments and labs will be graded on the following rubric.

Category	Assignment Fully and Thoroughly Completed (20 pts.)	One-Two Items/Questions Missing (15 pts.)	Assignment Partially Completed (10 pts.)	Less than halfway completed (5 pts.)	Nothing Completed (0 pts.)
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Exams

There is one exam in this course. The final exam covers all the material from Lessons 1-15, is made up of multiple-choice and short-answer questions and is worth 100 points. You will be allowed 60 minutes to take this exam. This exam is worth 10% of your grade. The exam must be taken under supervision of a proctor.

Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at www.andrews.edu/distance/students/exams.html. Then follow the instructions that apply to your situation on the [exam request form](#) to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). No exam is returned to the student for review. To aid studying for future exams, you may request the instructor to provide summary feedback on an exam.

Schedule:

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Thursdays in the week assigned unless otherwise noted.

Academy students: You MUST submit academic work by the drop/add date of this course to verify your attendance in this course. That deadline is likely earlier than the deadline for the first assignment.

Week	Lessons	Readings & Videos TLP = The Lift Project	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Student Introductions Academic Integrity Quiz Academic Integrity Statement	
1 May 15 – 18	MADE TO THRIVE “Your Limbo is Listening”	‘Made To Thrive’ – Welcome to the Course TLP: Your Limbo is Listening Lesson #1 Video TLP Lesson #1 Challenge Video	Lab Week 1 (Pre-assessment) TLP Lesson 1 Quiz TLP Lesson 1 Workbook Assignment Signature Assignment Week 1 Due Thurs, May 25, 11:59 pm	1
2 May 19 – 25	MADE TO MOVE “Motion Creates Emotion”	TLP: Motion Creates Emotion Lesson #2 Video TLP Lesson #2 Challenge Video Hypokinetic Disease & The Power of Motion Video Lab Reading Gummelt (2016). Improve spine health with these core-strengthening moves. American Council on Exercise.	Lab Week 2 (Fitness) Signature Assignment Part III – Video will cover this TLP Lesson 2 Quiz Hypokinetic Disease Quiz TLP Lesson 2 Workbook Assignment Signature Assignment Week 2	1
3 May 26 – June 1	MADE TO MOVE “Rest & Stress Less” MADE TO MOVE “Food Feeds Your Mood”	TLP: Rest to Feel Your Best Lesson #7 Video TLP Lesson #7 Challenge Video TLP: Stress Less Lesson #8 Video TLP Lesson #8 Challenge Video TLP: Food Feeds Your Mood Lesson #6 Video TLP Lesson #6 Challenge Video Foods that Save Money & Cooking Demonstration Video	Lab Week 3 (Rest) TLP Lesson 7&8 Quiz TLP Lessons 7 & 8 Workbook Assignment Signature Assignment Week 3 Lab Week 4 (Nutrition) TLP Lesson 6 Quiz TLP Lesson 6 Workbook Assignment Signature Assignment Week 4 Foods That Save Money & Cooking Demo Quiz	1
4 June 2 – 8	MADE TO BELONG “Together Feels Better”	TLP: Together Feels Better Lesson #4 TLP Lesson #4 Challenge Video Andrews University – Made to Belong Video Videos on Diversity & Inclusion by Michael Nixon	Lab Week 5 (Diversity) TLP Lesson 4 Quiz TLP Lesson 4 Workbook Assignment Signature Assignment Week 5 Reflection Journal Made to Belong Social Wellbeing Quiz Lab Week 6 (Story Circles) Signature Assignment Week 6 Diversity & Inclusion Quiz 1 & 2	2, 3

Week	Lessons	Readings & Videos TLP = The Lift Project	Assignments	Outcomes Met
5 June 9 – 15	MADE TO UNWIND “Feelings Follow Your Focus”	TLP: Feelings Follow Your Focus Lesson #5 TLP Lesson #5 Challenge Video Psychological Body Armor Part 1 & Part 2 Videos	Lab Week 7 (Psychological Body Armor Plan) TLP Lesson 5 Quiz TLP Lesson 5 Workbook Assignment Signature Assignment Week 7 Psychological Body Armor Quiz Part 1 & 2 Psychological Body Armor Infographic	4
6 June 16 – 22	MADE TO UNWIND “Feelings Follow Your Focus” MADE TO UNWIND “Feelings Follow Your Focus”	Understanding Suicide & Mental Health Video Coping with the Stresses of College Video Building Safe and Satisfying Relationships Video The College Experience and Substance Use Video	Lab Week 8 (It’s Real Documentary) Signature Assignment Week 8 It’s Real Mental Health Quiz Coping With the Stress of the College Experience Quiz Lab Week 9 (Stress, Frientimacy, & Substance Use) Signature Assignment Week 9 Frientimacy Quiz The College Experience and Substance Use Quiz	5, 6
7 June 23 – 29	MADE TO DREAM & EXPLORE Occupational & Intellectual Wellbeing	TLP: Giving is Living Lesson #9 Video TLP Lesson #9 Challenge Video Foundations Digital – Savings	Lab Week 10 (Saving Money) TLP Lesson 9 Quiz TLP Lesson 9 Workbook Assignment Signature Assignment Week 10 Savings quizzes – Foundations Digital	7
8 June 30 – July 6	MADE TO DREAM & EXPLORE Occupational & Intellectual Wellbeing	Foundations Digital – Budgets	Lab Week 11 (Budgeting) Signature Assignment Week 11 Budgets quizzes – Foundations Digital Student Zero Budget Assignment	8
9 July 7 – 13	MADE TO DREAM & EXPLORE Occupational & Intellectual Wellbeing	Foundations Digital – Dealing with Debt	Lab Week 12 (Time Value of Money) Signature Assignment Week 12 Debt quizzes – Foundations Digital	8
10 July 14 – 20	MADE TO SPEAK & CARE Public Health MADE TO THRIVE: Flourish	Social Determinants of Health Video Introduction to Public Health Video TLP: Blue and Green Should Always be Seen Lesson #3 Video TLP Lesson #3 Challenge Video TLP: What does it take to flourish? Lesson #10 Video TLP Lesson #10 Challenge Video	Lab Week 13 (Made to Thrive – Bringing it All Together) Signature Assignment Week 13 Social Determinants of Health & Public Health Quiz Made to Speak & Care Forum Lab Week 14 (Review, Wrap Up, Post-assessment) TLP Lesson 3 & 10 Quiz TLP Lessons 3 & 10 Workbook Assignment Signature Assignment Week 14	9
11 July 21 – 27	MADE TO THRIVE: Flourish	MTT: Living healthier, happier and more meaningful lives	Lab Week 15 (None) Signature Assignment Week 15 Lift Project Completion Certificate Student Survey of Teaching	9
12 July 28 – August 4	PROCTORED FINAL EXAM (Final Exam needs to be completed by Thursday, August 3, 11:59 p.m.)			

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

Part 4: Grading Policy

Graded Course Activities

Percent %	Description
15%	Quizzes
10%	The Lift Project Workbook Assignments (10 pts. each)
26%	Labs (20 pts. each)
10%	Final Exam (Comprehensive)
39%	Signature Assignment (Includes weekly journal submissions)
100%	Total Percent Possible

Viewing Grades in Moodle

- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

Part 5: Course Policies

Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/web/msc/moodle/public/incompletes.html>.

Late Work

Due dates are listed both in the LearningHub course space and in the syllabus. Late work will have 10% of the earned points deducted.

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

Netiquette

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.

2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

[Source: University of Maryland, Communications Department]

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf>. Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commitment to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of "commitment to Integrity" you are expected to adhere to a "commitment to excellence." Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student's academic standing. Lessons may be discussed with other students, tutors may help to guide a student's work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student's own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.

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