

Term Information

Effective Term Spring 2023
Previous Value Autumn 2019

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Submission for HW2102 to be included as a Health and Well-being general education course.

What is the rationale for the proposed change(s)?

HW2102, Optimizing Personal Health, Happiness & Well-being involves the application of evidence-based concepts and strategies to manage stress and improve overall health, happiness and wellbeing

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

Allow students to complete HW2102 under the new general education structure.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Health and Wellness
<i>Previous Value</i>	<i>Nursing</i>
Fiscal Unit/Academic Org	Nursing - D1700
College/Academic Group	Nursing
Level/Career	Undergraduate
Course Number/Catalog	2102
Course Title	Optimizing Personal Health, Happiness & Well-being
Transcript Abbreviation	Optimiz Hlth Well
Course Description	Application of evidence-based concepts and strategies to manage stress through cognitive-behavioral skills building. Strengthen resiliency, set goals, problem solve and engage in healthy lifestyle behaviors to improve personal health, happiness and well-being.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance Greater or equal to 50% at a distance Less than 50% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No

Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus</i>

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	51.0001
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore
<i>Previous Value</i>	<i>Freshman</i>

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
Health and Well-being
The course is an elective (for this or other units) or is a service course for other units

Previous Value

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- 1. Discuss the key components of cognitive-behavioral skills building.
 - 2. Apply cognitive-behavioral skills building strategies to improve mental well-being, happiness and academic performance.
 - 3. Identify the fundamental components of an effective physical activity/exercise program.
 - 4. Describe the necessary elements that constitute healthy nutrition.
 - 5. Identify and apply successful strategies to overcome barriers to living a healthy lifestyle.
- Previous Value*
- 1. *Discuss the key components of cognitive-behavioral skills building.*
 - 2. *Apply cognitive-behavioral skills building strategies to improve mental well-being, happiness and academic performance.*
 - 3. *Identify the fundamental components of an effective physical activity/exercise program.*
 - 4. *Describe the necessary elements that constitute healthy nutrition.*
 - 5. *Identify and apply successful strategies to overcome barriers to living a healthy lifestyle.*

Content Topic List

- 1. Cognitive-behavioral skills building
- 2. Stress reduction and resiliency strategies
- 3. Exercise prescription and adherence strategies
- 4. Healthy eating
- 5. Sleep hygiene
- 6. Weight management
- 7. Personal happiness
- 8. Mindfulness practices
- 9. Interpersonal relationships and social connections

Previous Value

- 1. *Cognitive-behavioral skills building*
- 2. *Stress reduction and resiliency strategies*
- 3. *Exercise prescription and adherence strategies*
- 4. *Healthy eating*
- 5. *Sleep hygiene*
- 6. *Weight management*
- 7. *Personal happiness*
- 8. *Mindfulness practices*

Sought Concurrence

No

Attachments

- HW 2102 health-well-being submission form.pdf
(Other Supporting Documentation. Owner: Taff, Gina M)
- HW2102 Syllabus 2022.docx
(Syllabus. Owner: Taff, Gina M)
- Letter GE 6.10.22.docx
(Other Supporting Documentation. Owner: Taff, Gina M)
- HW 2102 distance_approval_cover_sheet.docx
(Other Supporting Documentation. Owner: Taff, Gina M)

Comments

- Please see Panel feedback email sent 04/25/2022. *(by Hilty, Michael on 04/25/2022 01:05 PM)*
- - Please provide fully developed syllabus. See <https://ascas.osu.edu/curriculum/syllabus-elements>
- Please see instructions for DL courses <https://ascas.osu.edu/curriculum/distance-courses> *(by Vankeerbergen, Bernadette Chantal on 01/10/2022 11:39 AM)*
- Error in uploaded docs *(by Anderson, Cindy M on 10/25/2021 09:37 AM)*

COURSE CHANGE REQUEST
2102 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/06/2022

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Taff, Gina M	10/22/2021 09:05 AM	Submitted for Approval
Approved	Taff, Gina M	10/22/2021 09:05 AM	Unit Approval
Approved	Wills, Celia Emily	10/22/2021 05:00 PM	SubCollege Approval
Revision Requested	Anderson, Cindy M	10/25/2021 09:37 AM	College Approval
Submitted	Taff, Gina M	10/25/2021 03:45 PM	Submitted for Approval
Approved	Taff, Gina M	10/25/2021 03:46 PM	Unit Approval
Approved	Anderson, Cindy M	10/25/2021 08:58 PM	SubCollege Approval
Approved	Anderson, Cindy M	10/25/2021 08:59 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	01/10/2022 11:39 AM	ASCCAO Approval
Submitted	Taff, Gina M	02/04/2022 02:02 PM	Submitted for Approval
Approved	Taff, Gina M	02/04/2022 02:02 PM	Unit Approval
Approved	Anderson, Cindy M	02/05/2022 09:40 AM	SubCollege Approval
Approved	Anderson, Cindy M	02/05/2022 09:40 AM	College Approval
Revision Requested	Hilty, Michael	04/25/2022 01:05 PM	ASCCAO Approval
Submitted	Taff, Gina M	06/13/2022 10:28 AM	Submitted for Approval
Approved	Taff, Gina M	06/13/2022 10:28 AM	Unit Approval
Approved	Anderson, Cindy M	06/13/2022 11:56 AM	SubCollege Approval
Approved	Anderson, Cindy M	06/13/2022 11:56 AM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	06/13/2022 11:56 AM	ASCCAO Approval

Dear Committee,

Thank you for your feedback. I hope I addressed the concerns of the committee.

For the syllabus items, as requested, I have added due dates for all assignments, additional context in assignment descriptions, and added “take home 12/6-12/9” to the final exam row in the course schedule.

I have elevated assignments to meet “advanced study”.

- 1) I have reduced readings of popular media and removed podcast assignments.
 - Removed The Present and associated assignments.
 - Removed the Are You Fully Charged book and associated assignments.
 - Removed Happiness Lab and Brene Brown podcasts.
- 2) Added three research assignments. Students will read, critique and synthesize three recent research articles on exercise, mindfulness and sleep health. Students will be presented with a list of peer-reviewed articles to choose from. A list of articles is located at the end of the syllabus. Articles will be placed in Carmen in the appropriate weeks. Using article appraisal skills they learn in week two of the course, they will appraise and synthesize the findings of the three articles for each topic. As a part of the assignment, they must include content on how they will consider applying the findings to their own personal wellness plan.
 - % (point value) has been increased.
 - List of articles can be found on the last page of the syllabus. Articles will be placed in Carmen.
- 3) A national benchmark in-class assignment, which will allow students to briefly examine a best practice recommendation based on the science. In class 1, students will identify leading national organizations in wellness (e.g. American College of Sports Medicine, My Plate, National Council for Behavioral Health). They will answer questions regarding 1) mission/vision/goals of the organization, 2) recommendations for behavior/topic for various age groups based on science, and 3) brief insight/comment on where their behavior currently is compared to the recommendation. They will informally present the organization to the class on the day we discuss the topic.
- 4) For the group-based research projects, students now will review and appraise four peer-reviewed research articles instead of three. They are allowed one non-peer-reviewed reference. This change makes the research projects more robust and evidence-based.

I have edited the ELO application PDF, specifically the items mentioned above.

Please let me know if you have any questions. I appreciate your time and expertise.

Thank you,
Megan

Syllabus

H&W 2102

Optimizing Personal Health, Happiness & Well-being
Autumn 20XX - Online

Course Information

- Tuesdays, 1:30 p.m. – 4:30 p.m. in Zoom
- **Credit hours:** 3
- **Mode of delivery:** Distance Learning

Instructor

- **Name:** Dr. Megan Amaya
- **Email:** amaya.13@osu.edu
- **Office location:** 148 Newton Hall
- **Office hours:** By appointment
- **Preferred means of communication:**
 - My preferred method of communication for questions is **email**.
 - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Course Prerequisites

None

Course Description

Application of evidence-based concepts and strategies to manage stress through cognitive-behavioral skills building. Strengthen resiliency, set goals, problem solve and engage in healthy lifestyle behaviors to improve personal health, happiness and well-being.

Learning Outcomes

By the end of this course, students should successfully be able to:



THE OHIO STATE UNIVERSITY

[College of Nursing]
[Health & Wellness]

1. Discuss the key components of cognitive-behavioral skills building.
2. Apply cognitive-behavioral skills building strategies to improve mental well-being, happiness and academic performance.
3. Identify the fundamental components of an effective physical activity/exercise program.
4. Describe the necessary elements that constitute healthy nutrition.
5. Identify and apply successful strategies to overcome barriers to living a healthy lifestyle.

Topic Areas

1. Cognitive-behavioral skills building
2. Stress reduction and resiliency strategies
3. Exercise prescription and adherence strategies
4. Healthy eating
5. Sleep hygiene
6. Weight management
7. Personal happiness
8. Mindfulness practices
9. Interpersonal relationships and social connections

General Education Expected Learning Outcomes

As part of the Health & Well-being Theme category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

- This course involves the application of evidence-based concepts and strategies to manage stress and improve overall health, happiness and wellbeing. Improvements in these outcomes occurs through cognitive-behavioral skills building, strengthening resiliency, setting behavioral goals, effective problem solving, enhanced communication skills, and engaging in healthy lifestyle behaviors. Students rely on research and recent innovations to discern aspects of personal health and wellbeing. They engage with the subject matter on a daily and weekly basis through in-class activities, out of class reading and reflection/critiquing assignments, group-based research/innovation projects, tracking healthy lifestyle behaviors, and practicing skills to help them better manage stress and anxiety.
- ELO 1.1 Engage in critical and logical thinking about the topic or idea of health and wellbeing. Activities to achieve this goal include 1) Learn and practice setting SMART goals related to mental and physical health practices; 2) Discern how to make “healthy and positive” decisions from a series of case studies using the 4-step problem solving



method; and 3) apply mindfulness strategies. Students will explore and critique three recent mindfulness articles from the literature for ways they incorporate more mindfulness in their lives. Additionally, students will 4) Learn and apply (i.e. track behavior) components of effective physical activity/exercise programs, healthy nutrition, sleep, and happiness/kindness, and with each topic, reflect on what they did and the outcomes associated with it; 5) Conduct two group research/innovation project presentations (mental health and nutrition) ; and 6) read and critique articles from the literature on two additional topics (exercise and sleep) and apply the findings to their own personal wellness journey.

- ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of health and wellbeing. Activities to achieve this goal include two group-based research/innovation projects and reading and critiquing the literature on several wellness topics. For the projects, student groups are presented with various topics in mental health and nutrition to choose from. Groups must examine the evidence and create a new (innovative) approach to the topic based on best practice. They must include five references (four peer-reviewed research articles and 1 non-peer-reviewed sources). Students present their best practice recommendations and new (innovative) approach to the class. For the research article assignments, students will learn how to conduct an article analysis, summarize the articles in their own words, and describe how they will apply the findings to their own personal wellness plan.

Goal 2: Successful students will integrate approaches to the theme by making connections to out of classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

- The foundation of this course, cognitive behavioral skills building, happiness and wellbeing, provide students with the opportunity to identify, describe and synthesize experiences. Students will learn and apply cognitive-behavioral skills building strategies to improve mental well-being, successful strategies to overcome barriers to living a healthy lifestyle and improving happiness, mindfulness practices, positive thinking, healthy coping abilities, and improving interpersonal relationships and social connections. Experiences and reflections include the past and present, or situations they may be involved in in the future.
- ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme. Activities to achieve this goal include providing students with opportunities to identify, describe and synthesize experiences through assignments and in class activities. Students identify and apply successful strategies to overcome barriers to living a healthy lifestyle and improving happiness, mindfulness practices, positive thinking, healthy coping abilities, and improving interpersonal relationships and social



connections. Students identify, discuss, and apply components of effective exercise, healthy nutrition and sleep quality through self-assessment and reflection. Students synthesize the peer-reviewed literature for the group-based projects and research article assignments and application.

- ELO 2.1 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Activities to achieve this goal include in-class and out-of-class activities and assignments. Students are able to analyze and process previous experiences, relationships, problem solving abilities, and coping skills, and consider new ways to develop and enhance those attributes, while becoming active consumers of learning and knowledge. Students investigate the current research for best practices and successful strategies to improve individual and population-level health outcomes, as well as create new and novel approaches to health promotion as a part of the research projects. With the COVID19 pandemic, almost every topic the class discusses relates to the pandemic and how people's lives and behaviors (healthy or unhealthy) have shifted in response. Students contribute to in-class discussions through the COVID19 lens and discuss new and innovative healthy strategies people can consider.

Specific Expectations of Courses in Health & Wellbeing

Goal 1: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing.

- ELO 1.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives. The objectives for HW Health, Happiness and Wellbeing are:
 1. Discuss the key components of cognitive-behavioral skills building (theoretical).
 2. Apply cognitive-behavioral skills building strategies to improve mental well-being, happiness and academic performance (personal).
 3. Identify the fundamental components of an effective physical activity/exercise program (theoretical, personal, scientific).
 4. Describe the necessary elements that constitute healthy nutrition (personal, scientific).
 5. Identify and apply successful strategies to overcome barriers to living a healthy lifestyle (theoretical, personal)
- ELO 1.2 Identify, reflect on, and apply the skills needed for health and wellbeing. Health, Happiness & Well-being is built upon health and wellbeing. It is the foundation of the course and addressed every week of the semester. Students identify, reflect, and apply the skills needed to improve health and wellbeing outcomes.

This course fulfills these learning outcomes.

How This Online Course Works

Mode of delivery: This course is 100% online. There is a required synchronous (real-time) session in Zoom each week on Tuesdays from 1:30-4:30 p.m. The rest of your work is found in Carmen and can be completed around your own schedule during the week.

Pace of online activities: This course is divided into **weekly modules** that are released Friday of each week. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](http://go.osu.edu/credithours) (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of C+.

Attendance and participation requirements: Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

- **Zoom Classroom Participation: once per week**

Due to the collaborative learning environment in the class, it is necessary for students to be present for each zoom session, Tuesdays, 1:30-4:30 p.m. Students will be awarded attendance/participation points.

- **Participating in Carmen activities: at least once per week**

You are expected to log in to the course in Carmen every week. During most weeks you will probably log in a couple of times. If you have a situation that might cause you to miss a class or be absent for multiple days, please discuss it with me *as soon as possible*.

Course Materials, Fees and Technologies

Required Materials and/or Technologies

- Maxwell, J.C. (2009). *How Successful People Think: Change Your Thinking, Change Your Life*. New York, NY: Grand Central Publishing.
- Melnyk, B.M. (2010). *#mindstring for Young Adults* (e-manual).
- Research articles will be provided in Carmen.

Course textbooks available on Amazon.com and the OSU Barnes & Noble Bookstore. Used and previous editions are acceptable, as are e-books.

Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at go.osu.edu/student-tech-access.

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](http://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use [BuckeyePass](http://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](http://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.



- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** go.osu.edu/it
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** servicedesk@osu.edu

College of Nursing IT Support:

For technical support and system requirements for these and other systems you will use while enrolled at the College of Nursing, please visit the College of Nursing Technology Guide at <http://go.osu.edu/techguide> or e-mail con-s-help@osu.edu.

Grading and Faculty Response

How Your Grade is Calculated

This course will provide a variety of graded opportunities.

Reflection and Written Assignments are 40% of the course grade. You will apply course content to real-life examples. All assignments are due within one week unless noted in Course Schedule below.

Group Research/Innovation Projects will make up 25% of the course grade. Your group will choose a topic in mental health and nutrition. You will examine, critique and present the current evidence and create a new solution to improve health outcomes. Your group will present to the class on zoom. Due dates are in Course Schedule below.

Healthy Lifestyle Behavior Project will make up 5% of the course grade. You will determine an area of your life you wish to change and create an evidence-based behavior change program. Project is due by end of the semester, noted in Course Schedule below.

Research Article Readings & Synopsis will make up 15% of the course grade. For each assignment, you will review 3 articles, summarize the findings, and consider where to apply to your own personal wellness plan.

In-Class Participation, Discussion and benchmarking assignment will be 5% of the course grade. You will receive participation and discussion points on a weekly basis. You will respond to the benchmarking assignment in class time and upload your response to Carmen while in class.

Final Examination will make up 10% of the course grade and will cover course content.

Assignment Category	Points
Assignment 1A – Maxwell	25
Assignment 1B – Nutrition (restaurant dining)	50
Assignment 1C – National benchmark organization	25
Assignment 2A – Maxwell	25
Assignment 2B – Nutrition (macro-nutrient tracking)	50
Assignment 3A – Maxwell	25
Assignment 3B – Mindfulness Synopsis	50
Assignment 4 – Maxwell	25
Assignment 5A – Maxwell	25
Assignment 5B – Sleep (sleep tracking)	25
Assignment 6 – Sleep Synopsis	50
Assignment 7 - Exercise (exercise RX)	50
Assignment 8 – Exercise Synopsis	50
Assignment 9 – Kindness	50
Healthy Lifestyle Behavior project	50
Mental Health presentation	100
Nutrition presentation	100
Mindstrong In-Class (2.5 per class x 6)	15

Mindstrong reflection assignments (10 per week x 6)	60
Final Exam	100
Total	900

See [Course Schedule](#) for due dates.

Descriptions of Major Course Assignments

Detailed descriptions and assignment rubrics will be posted in Carmen.

Reflection and Written Assignments: You will apply course content to real-life examples and experiences.

Group Research/Innovation Projects: Your group will choose a topic in mental health and nutrition. You will examine, critique and present the current evidence and create a new solution to improve health outcomes. Your group will present to the class on zoom.

Healthy Lifestyle Behavior Project: You will determine an area of your life you wish to change and create an evidence-based behavior change program for yourself.

Research Article Readings & Synopsis: You will read and critique 3 articles per topic and consider how you apply the findings to your personal wellness plan. You will have two weeks to complete each synopsis assignment. The list of readings can be found below and articles for download in Carmen.

In-Class Participation, Discussion and benchmarking assignment: You will receive participation and discussion points on a weekly basis. You will respond to the benchmarking assignment in class time, share your findings, and upload your response to Carmen while in class.

Final Examination: A take-home examination that will cover course content. Content will include application of knowledge and skills gained and applied to scenarios.

Academic integrity and collaboration: Your written assignments should be your own original work. In assignments, you should follow the rubric and APA style 7th edition to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work. You will be expected to complete assignments before class and upload online per instructions. You are expected to show up and participate in classroom discussions.

Late Assignments

Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. For assignments submitted after the due date/time, 5 points will be deducted from the total score every day after the due date, unless a previous arrangement has been made with the course faculty.

Instructor Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **48 hours on days when class is in session at the university**.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within **seven days**. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.

Grading Scale

93–100: A
 90–92.9: A-
 87–89.9: B+
 83–86.9: B
 80–82.9: B-
 77–79.9: C+
 73–76.9: C
 70–72.9: C-
 67–69.9: D+
 60–66.9: D
 Below 60: E

Other Course Policies

Discussion and Communication Guidelines

The following are my expectations for how we communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation.
- **Tone and civility:** Maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. I will provide specific guidance for discussions on controversial or personal topics.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copy into the Carmen discussion.
- **Synchronous sessions:** During our Zoom sessions I ask you to use your real name and a clear photo of your face in your Carmen profile. During our group discussions, you need to keep your camera on. During lectures, you may turn your camera off if you choose. When in breakout rooms or small-group discussions, having cameras and mics on as often as possible will help you get the most out of activities. You are always welcome to use the [free, Ohio State-themed virtual backgrounds](https://go.osu.edu/zoom-backgrounds) (go.osu.edu/zoom-backgrounds). Remember that Zoom and the Zoom chat are our classroom space where respectful interactions are expected.

Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](https://studentconduct.osu.edu) (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](https://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](https://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](https://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

Students are subject to the provisions in the "Code of Student Conduct" (copies located in: Student Affairs, Room 106 Newton Hall, Office of Student Life, Room 3034 Ohio Union or online at <https://studentlife.osu.edu/resources/> and also the Professional Standards ([The OSU HWIH Student Handbook](#)). Failure to comply with these policies will be handled as outlined in the respective documents.

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the

basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

The faculty and staff at The Ohio State University College of Nursing aspire to meet students' learning needs inside and outside of class. We wish to honor each student's uniqueness. If any class meetings conflict with your religious events, please notify your instructor(s) to discuss alternative arrangements. We care about creating an inclusive learning environment for all students and ask for your assistance in doing so:

- If you have a name and/or set of pronouns that differ from those that appear in your official records, please notify your instructor.
- If you feel your performance in this class is being impacted by intrusive experiences outside of class, please discuss your concerns with your instructor(s) and/or advisor. An additional resource is the Office of Diversity, Equity and Inclusion at the College of Nursing. Please reach out to CONdiversity@osu.edu for more information and/or to schedule an appointment.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](https://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at [614- 292-5766](tel:614-292-5766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](https://suicidepreventionlifeline.org) (suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:1-800-273-8255). [The Ohio State Wellness app](https://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.

At the College of Nursing, a mental health counselor is available for individual counseling appointments. More information may be found on the website (<https://nursing.osu.edu/students/student-resources/counseling-services>) or reach out to schedule an appointment via email woith.3@osu.edu or phone [614-292-6952](tel:614-292-6952).

LIVEWELL

This is a LIVEWELL classroom. A LIVEWELL classroom places your physical and mental health and wellness as a priority, which is a necessary foundation for successful academic learning and optimal well-being. This course will incorporate multiple health and wellness opportunities with the goal of improving your overall health and well-being.



Accessibility Accommodations for Students with Disabilities

Requesting Accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with [Student Life Disability Services \(SLDS\)](#). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services.

Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: slds.osu.edu
- Email: slds@osu.edu
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- [CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- [CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)

SLDS Statement with COVID-19 Addition:

We have updated our recommended syllabus statement to include the process for requesting COVID-related accommodations:

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can

privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

HIPAA Protected Information:

All forms of class assignments and/or discussion are to be free of any and all information that could potentially lead to the identification of a patient/client or patient/client situation. While we recognize the value of dialogue surrounding circumstances that present as unique and perhaps can be seen as relevant for teachable moments, protecting patient information takes precedence. For the purpose of learning and improving care, potentially identifiable information should be masked so that all parties are protected. Violations of patient confidentiality will be handled by the Professional Misconduct Committee within the college and according to agency policies wherein the violation has occurred.

Student Classroom Responsibilities:

When in the zoom “classroom”, students are expected to give their complete attention to the course. Any cell phones, or other communication devices must be turned off and stored out of sight (book bag, purse, etc), unless approval has been granted.

Electronic Communication Policy:

Students now have unprecedented opportunities for enhanced learning supported by electronic technology and devices. The College of Nursing recognizes electronic devices are part of the learning process and that the internet and smart phones applications or “apps” provide learning tools necessary to be successful. The use of electronic devices in the classroom is dependent on the content, activity, assignment and instructor permission. The online classroom should be treated in the same manner as an on-campus classroom regarding avoiding the distraction of electronic device. Students who need to respond to personal emergencies during class should use their step away notification and contact the instructor after class. Screen capturing, recording, and/or downloading any pictures, videos, discussions, lectures, or test questions within the online classroom are prohibited without the consent of the instructor. Electronic transmission of data related to patient specific identifiers and student-to-student health information obtained in physical assessment labs with student identifiers is a violation of HIPAA. Students found in violation of this policy may be referred for review for Professional Misconduct (see Professional Misconduct Policy) and/or Office of Student Life: Student Conduct Board (see Chapter 3335-23 Code of Student Conduct).

Please be aware that electronic transmission of data related to patient specific identifiers and student to student health information obtained in physical assessment labs with student identifiers is a violation of HIPAA.

Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates.

Week	Content	Assignments
1 8/23- 8/30	Course overview 9 dimensions of wellness Rationale and Theory of mindstrong; Thinking, Feeling, Behaving: What's the Connection? Introduction to Transtheoretical Model National Benchmarking organizations (1C in class)	MS Session 1; Intro to Healthy Lifestyle Behavior project
2 8/31- 9/6	Review Self-esteem & Positive Thinking – how do we change behavior? Goal Setting Nutrition 101 Literature review and critiquing articles	MS Session 2 and GS Maxwell 1 & 2 (1A) Nutrition Assignment (1B)
3 9/7- 9/13	Review Stress and Coping Stress Management Nutrition for energy management & Wellness Wonder Foods Nutrition Presentation	MS Session 3 and GS Maxwell 3 & 4 (2A) Nutrition Presentation Nutrition Assignment (2B)
4 9/14- 9/20	Review Problem Solving & Setting Goals Introduction to Social Cognitive Theory Physical activity & Movement Strategies	MS Session 4 & GS Maxwell 5 & 6 (3A) Mindfulness Synopsis (3B)
5 9/21- 9/27	Review Dealing with emotions in a healthy way Nutrition Presentations	MS Session 5 & GS Maxwell 7, 8 & 9 (4)
6 9/28- 10/4	Review Coping with Stressful Situations Sleep Hygiene	MS Session 6 & GS Maxwell 10 & 11 (5A) Sleep Monitoring (5B)
7	Review	MS Session 7

10/5-10/11	Exercise RX – designing an effective program Risky Behaviors & Putting it All Together	Sleep Synopsis (6)
8 10/12-10/18	Maintaining a Healthy Weight Introduction to Positive Psychology & Flourishing	Practice MS
9 10/19-10/25	Mental Health group project Healthy Relationships	Practice MS Exercise Synopsis (8) Mental Health project
10 10/16-11/1	Happiness, Joy and Wellbeing “In class time” Mental Health project	Practice MS
11 11/2-11/8	Self-Compassion & movie Kindness “In class time” Mental Health project	Practice MS Kindness (9)
12 11/9-11/15	“In class” Mental Health project	Practice MS
13 11/16-11/22	Mental Health presentations	Practice MS Brene Brown (9)
14 11/23-11/29	Healthy Lifestyle behavior program due Putting it All Together	Practice MS
15 11/30-12/9	Review Final exam: take home 12/6-12/9	Practice MS Final exam

List of Course Articles for Review and Synopsis Assignments

Please choose 3 articles from each category in order to complete the assignments.

Mindfulness for Adults

- Galante J., Friedrich C., Dawson A.F., Modrego-Alarcón M., Gebbing P., Delgado-Suárez I., et al. (2021) Mindfulness-based programmes for mental health promotion in adults in nonclinical settings: A systematic review and meta-analysis of randomised controlled trials. *PLoS Medicine*, 18(1), e1003481. <https://doi.org/10.1371/journal.pmed.1003481>
- Hofmann, S. G., & Gómez, A. F. (2017). Mindfulness-Based interventions for anxiety and depression. *The Psychiatric clinics of North America*, 40(4), 739–749. <https://doi.org/10.1016/j.psc.2017.08.008>
- Klatt M., Westrick A., Bawa R., Gabram O., Blake A., Emerson B. (2021). Sustained resiliency building and burnout reduction for healthcare professionals via organizational sponsored mindfulness programming. *EXPLORE*, 43(8), 723-713. <https://doi.org/10.1177/0193945920973941>
- Morton, M.L., Helminen, E.C., Felver, J.C. (2020). A systematic review of mindfulness interventions on psychophysiological responses to acute stress. *Mindfulness*, 11, 2039–2054. <https://doi.org/10.1007/s12671-020-01386-7>
- Zhang, D., Lee, E., Mak, E., Ho, C. Y., & Wong, S. (2021). Mindfulness-based interventions: an overall review. *British medical bulletin*, 138(1), 41–57. <https://doi.org/10.1093/bmb/ldab005>

Sleep for Adults

- Chaput, J.P., Dutil, C., Featherstone, R., Ross, R., Giangregorio, L., et al. (2020). Sleep duration and health in adults: an overview of systematic reviews. *Applied Physiology, Nutrition, and Metabolism*. 45(10) (Suppl. 2), S218-S231. <https://doi.org/10.1139/apnm-2020-0034>
- Choi, Y. K., Demir, G., Lin, S. Y., Iribarren, S. J., Landis, C. A., Thompson, H. J., McCurry, S. M., Heitkemper, M. M., & Ward, T. M. (2018). Smartphone applications to support sleep self-management: review and evaluation. *Journal of clinical sleep medicine : JCSM : official publication of the American Academy of Sleep Medicine*, 14(10), 1783–1790. <https://doi.org/10.5664/jcsm.7396>
- Murawski, Beatrice & Wade, Levi & Plotnikoff, Ronald & Lubans, David & Duncan, Mitch. (2017). A systematic review and meta-analysis of cognitive and behavioral interventions to improve sleep health in adults without sleep disorders. *Sleep Medicine Reviews*. 40. 10.1016/j.smrv.2017.12.00
- Nieto, J., Petersen, D.J. (2022). Translating the current state of knowledge on sleep health. *Journal of the National Sleep Foundation*, 8(2), 139.
- Watson, N. F., Badr, M. S., Belenky, G., Bliwise, D. L., Buxton, O. M., Buysse, D., Dinges, D. F., Gangwisch, J., Grandner, M. A., Kushida, C., Malhotra, R. K., Martin, J. L., Patel, S. R., Quan, S. F., & Tasali, E. (2015). Recommended Amount of Sleep for a Healthy Adult: A Joint Consensus Statement of the American Academy of Sleep Medicine and Sleep Research Society. *Sleep*, 38(6), 843–844. <https://doi.org/10.5665/sleep.4716>

Exercise for Adults

- Batacan R.B., Duncan M.J., Dalbo V.J., et al. (2017). Effects of high-intensity interval training on cardiometabolic health: a systematic review and meta-analysis of intervention studies, *British Journal of Sports Medicine*, 51, 494-503.
- Cooper, S. (2020). Promoting physical activity for mental well-being. *ACSM Health & Fitness Journal*, 24(3), 12-16. doi:10.1249/FIT.000000000000056
- Department of Health & Human Services. Physical Activity Guidelines for Americans Executive Summary (2018). <https://health.gov/our-work/nutrition-physical-activity/physical-activity-guidelines/current-guidelines>
- Ito S. (2019). High-intensity interval training for health benefits and care of cardiac diseases - The key to an efficient exercise protocol. *World journal of cardiology*, 11(7), 171–188. <https://doi.org/10.4330/wjc.v11.i7.171>
- Viana R.B., Naves J.P., Coswig V.S., de Lira C.A., Steele J., Fisher J.P., Gentil P. (2019). Is interval training the magic bullet for fat loss? A systematic review and meta-analysis comparing moderate-intensity continuous training with high-intensity interval training (HIIT). *British Journal of Sports Medicine*, 53(10):655-664. doi: 10.1136/bjsports-2018-099928.

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

Specific Expectations of Courses in Health & Wellbeing

GOAL Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

ELO 1.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Identify, reflect on, or apply strategies for promoting health and well-being. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Distance Approval Cover Sheet

For Permanent DL/DH Approval

Course Number and Title: **Health & Wellness 2102, Optimizing Health, Happiness & Well-being**

Faculty Preparer Name and Email: **Megan Amaya, amaya.13@osu.edu**

Carmen Use

For more on use of Carmen: <https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices>

A Carmen site will be created for the course, including a syllabus and gradebook at minimum. **Yes**

If no: Enter additional details if you responded no...

Syllabus

Proposed syllabus uses the ODEE distance learning syllabus template (or own college distance learning syllabus template based on ODEE model), includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them. **Yes**

Syllabus is consistent and is easy to understand from the student perspective. **Yes**

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module. **Yes**

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them. **Yes**

Additional comments (optional):

Instructor Presence

For more on instructor presence: <https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence>

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- Regular instructor communications with the class via announcements or weekly check-ins
- Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor

- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions
- Regular opportunities for students to receive personal instructor feedback on assignments

Please comment on this dimension of the proposed course (or select/explain methods above):
 Weekly announcements will provide updates and specify course content and readings for the week. Class discussion will be carried out on a weekly basis in Zoom. Assignment feedback will be provided within 7 days of submission.

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: <https://teaching.resources.osu.edu/toolsets>

The tools used in the course support the learning outcomes and competencies. **Yes**

Course tools promote learner engagement and active learning. **Yes**

Technologies required in the course are current and readily obtainable. **Yes**

Links are provided to privacy policies for all external tools required in the course. **N/A**

Additional technology comments:

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

Weekly course lectures and discussions are planned for synchronous delivery. Readings and out-of-class assignments are planned for asynchronous delivery on a weekly basis. Course activities on Carmen will open Fridays, 5 days before class occurs. Assignments are due within 1 week after class.

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning: Opportunities for students to meet during office hours are provided via Zoom.

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#)

Course credit hours align with estimated average weekly time to complete the course successfully. **Yes**

Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2. **Yes**

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

Friday, class readings, upcoming weekly assignments and handouts are provided in Carmen.

Class occurs Tuesdays, 1:30-4:30. Lecture takes approximately 1-2 hours, depending on the amount of class discussion and interaction that occurs (based on weekly content). Lecture might include videos, powerpoint, mindstrong or behavior application examples, and group conversations about readings and content.

Assignments are provided and explained in class, due within 1 week after class ends.

In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes. **Yes**

Accessibility

For tools and training on accessibility: [Digital Accessibility Services](#)

Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate. **Yes**

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included. **N/A**

Description of any anticipated accommodation requests and how they have been/will be addressed. **Anticipated accommodation requests: extended time for exams. This is achieved by extending time allotted for exam in CarmenCanvas.**

Zoom also includes closed captioning

Additional comments:

Academic Integrity

For more information: <https://go.osu.edu/teaching-resources-academic-integrity>

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment: **Yes**

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating: **Yes**

Additional comments:

Frequent, Varied Assignments/Assessments

For more information: <https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student>

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation
- Variety of assignment formats to provide students with multiple means of demonstrating learning
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above): The course uses multiple types of assignments and assessments, from in-class discussion, reflection and application assignments to presentations and group work, 1 examination, a behavior change plan, and listening to podcasts (experts in the field) and responding to a series of reflection questions on their interpretation and experiences with the podcast in question.

Community Building

For more information: <https://teaching.resources.osu.edu/teaching-topics/student-interaction-online>

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

Please comment on this dimension of the proposed course (or select methods above): Interaction will occur in each weekly class, including many discussion over the semester as well as group projects.

Transparency and Metacognitive Explanations

For more information: <https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your>

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course
- Context or rationale to explain the purpose and relevance of major tasks and assignments
- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress
- Opportunities for students to provide feedback on the course

Please comment on this dimension of the proposed course (or select methods above): The course provides many meaningful experiences in which students take ownership of their learning. All of the above are included in the course.