**George Mason University**

**New Century College / School for Integrative Studies**

**Health, Wellness and Well-Being**

**NCC 395.009 Syllabus - Spring 2016**

**January 4 – 8, 2016**

**Monday – Friday 8:30 am – 5:30 pm**

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| **Instructor** | Dr. Suzie Carmack, PhD, MFA, MEd, ERYT, PMA-CPT |
| **Email** | **Scarmac2@gmu.edu** (please include NCC 395 in the subject line with your full first and last name) |
| **Text / Phone** | 703-298-6934 (Text fist beore calling preferred) |
| **Office Hours** | By appointment (by phone, in person or by Skype) |
| **Course Website** | Via GMU’s Blackboard portal |

**Course Description and Objectives**

This experiential learning course will teach students how to strategically analyze their health, wellness and lifestyle practices in order to optimize their health, wellness and well-being. Students will learn how to apply the latest research in public health, health promotion, wellness coaching and well-being science in order to improve  (1) their health, through healthy behavior adoption; (2) their wellness, through strategic stress management and lifestyle practices; and (3) their well-being, through movement and mindfulness exercises designed to enhance both the experience and the evaluation of their lives.

**Course Format**

The 5-day course is held in a "day retreat style" in January, before the launch of the regular semester, to encourage students to start their new year in a more strategic, health-focused, self-actualized way.  Each day will begin with a gentle mind/body practice (hatha yoga, meditation, and/or mindfulness practices); a lecture on the day's topic (health, wellness and well-being); application exercises for bringing the day's topic into one's lived experience; and peer-peer coaching and support. Students will complete the week with a strategic plan for optimizing their health, wellness and well-being for the coming year.

**Required Readings – Prior to the Course**

Carmack, S. (2014). *Making Sense of Well-Being: A Mixed-methods study exploring the role of communication competence and sense-making in physical, emotional, mental and comprehensive well-being.* (Doctoral Dissertation) *Access/Download Here:* [*http://digilib.gmu.edu/jspui/bitstream/handle/1920/8841/Carmack\_gmu\_0883E\_10574.pdf?sequence=1*](http://digilib.gmu.edu/jspui/bitstream/handle/1920/8841/Carmack_gmu_0883E_10574.pdf?sequence=1)

Carmack, S. (2015). *Well-Being Ultimatum*. Body Doctrine: Fairfax, VA.

Freudbert, D. (2015). *The Search for Well-Being: Treating the whole person in the new health care era.* Humankind / NPR. {PDF and 4 audio downloads available at: <http://www.humanmedia.org/catalog/program.php?cPath=97&products_id=364>}

**Required Readings – During the Course**

Carmack, S. (2015). Centered Well-Being: An Integrative Approach to Health Coaching and Mind Body Medicine {In-Course Manual Available 1/3/15}

**Course Calendar**

**\* Subject to change \***

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| **Date** | **Topic Agenda** | **Due** |
| Mon Jan 4  8:30 am –  5:30 pm  Lunch approximately 12:30 – 2 pm  Class will be held in the Johnson Center Room B  \* Dress for movement | Introductions and Expectations  course, syllabus, resources  Mindful Movement Practice  Health, Wellness and Well-Being –Defining terms and fields  The Power of a Sense-Making approach to Well-Being (An Introduction to the Centered Well-Being model)  The Koshas of Well-Being  Vision and Mission Statements | ***Prior to Class:***  **Journal:**  Begin your personal journal with your expectations of your self in this course.  **Post (on BB):**  Your introduction on blackboard by 1/3/16 and respond to at least 2 classmates  **Read:**  *Making Sense of Well-Being* (Carmack, 2014)  **Review:**  *Search for Well-Being* (13-page download and 4 half-hour audio files)  **Arrive:**  At class ready to discuss your vision (theme) for health, wellness and well-being for the new year |
| Tues Jan 5  8:30 am –  5:30 pm  Lunch approximately 12:30 – 2 pm  Class will be held in the Johnson Center Room B  \* Dress for Movement | Mindful Movement Practice  (Lower Body Focus)  Self vs. Self  Centered Well-Being Themes:  Respect, Gratitude, Commitment  Physical H, W, and WB   * Definition * Assessment * Reflection, Journal * Annual Goal   Financial H, W, and WB   * Definition * Assessment * Reflection, Journal * Annual Goal | ***Prior to Class:***  **Journal:**  Describe your challenges and triumphs with regards to physical and/or financial well-being.  **Post (on BB):**  Which theme you feel is most vital to personal well-being: respect, gratitude or commitment?  **Read/Review:**  *Well-Being Ultimatum* (chapters 3 - 4)  + additional handouts from class |
| Wed Jan 6  8:30 am –  5:30 pm  Lunch approximately 12:30 – 2 pm  Class will be held in the Johnson Center Room B | Mindful Movement Practice  (Mid-Body Focus)  Self vs. Other  Centered Well-Being Themes:  Compassion, Empathy, Insight  Social H, W, and WB   * Definition * Assessment * Reflection, Journal * Annual Goal   Mental H, W, and WB   * Definition * Assessment * Reflection, Journal * Annual Goal | ***Prior to Class:***  **Journal:**  Describe your challenges and triumphs with regards to social and/or mental well-being.  **Post (on BB)**  Which theme you feel is most vital to interpersonal well-being: compassion, empathy, insight?  **Read/Review**  *Well-Being Ultimatum* (chapter 2)  *Making Sense of Well-Being* (chapter 2) |
| Thurs Jan 7  8:30 am –  5:30 pm  Lunch approximately 12:30 – 2 pm  Class will be held in the Johnson Center Room B | Mindful Movement Practice  (Upper-Body Focus)  Self vs. Culture  Centered Well-Being Themes:  Empowerment, Enlightenment, Equanimity  Spiritual H, W, and WB   * Definition * Assessments * Reflection, Journal * Annual Goal   Emotional H, W, and WB   * Definition * Assessment * Reflection, Journal * Annual Goal | ***Prior to Class:***  **Journal:**  Describe your challenges and triumphs with regards to spiritual and/or emotional well-being.  **Post (on BB):**  Which theme you feel is most vital to intercultural well-being: empowerment, enlightenment or equanimity?  **Read/Review:**  *Well-Being Ultimatum* (chapter 2)  + additional handout from class |
| Fri Jan 8  8:30 am –  5:30 pm  Lunch approximately 12:30 – 2 pm  Class will be held in the Johnson Center Room B | Mind-Body Mapping Exercise  An Intro to Behavior Change Theory  Motivational Interviewing  Self-care Plan Design  Annual Goals  Monthly Goals  Weekly Goals  Group Share Circle | ***Prior to Class:***  **Journal (During Lunch)**  Choose a behavior change theory discussed in class and how you see it applies with your own motivational challenges.  **Post (on BB):**  Your personal vision for your health, wellness and well-being for 2016 and respond to two classmates  **Read/Review:**  *Well-Being Ultimatum* (chapter 2)  + additional handout from class  **Arrive:**  At class ready to personally investigate either your spritual and/or emotional well-being |
| By 1/15/16  EL Assignment | **Experiential Learning Assignment:**  Find a health coaching client that is willing to work with you in our “classroom health coaching” exercise. Ask them to complete the client pre-assessments detailed in class. Meet with them for a 1 – 2 hour coaching session to create a coaching action plan. Make a plan for how you will followup with them over the next 3 weeks. | **Exam 1**  Complete exam on blackboard (take-home)  AND  **Daily Journals**  Document your well-being per your plan.  AND  **Health Coaching Exercise Part 1**  1) Client Pre-Assessments Completed  2) Coach-Client Session  3) Action Plan Co-Created and submitted on BB by 1/15/16 |
| 1/16/16 – 2/15/16 | **Experiential Learning Assignment:**  Coach your client weekly (for 3 weeks) using motivational techniques from class. Document how these sessions go and lessons learned in your journal.  Assess your client’s well-being at the conclusion of the 3 weeks, using the post-assessment instrument. Write up a final report (as per course guidelines) recapping lessons learned. Submit to blackboard NLT 2/20/16 at 11:59 pm. | **Daily Journals**  Document your well-being per your plan.  AND  **Health Coaching Exercise Part 2**  1) Weekly client followup 1/16 - 2/13/16  2) Post Assessments Completed 2/13/16  3) Paperwork submitted on BB by 2/20/16 |

**Class Assignments**

**Class Participation and Engagement (50 points)**

This is an “intensive” course. Your attendance is critical for your success in this course, and you are expected to attend all sessions. You are therefore expected to attend all live class sessions in a timely manner and to also participate in our Blackboard discussion board. Each day will have a maximum of 10 points available or participation. 5 – 10 points (per day) will be deducted for late arrival or early dismissal. An additional 5 – 15 points (per day) will be deducted for any type of media distraction at the instructor’s discretion.

**Discussion Boards (10 points)**

You will be asked to post regularly to blackboard. These posts will constitute a combined 10 points for the course.

**Journal Project (10 points)**

and to keep a journal documenting your daily experience of the course, and for 4 weeks following. In your daily journal you will track and discuss your well-being as per the plan you create during the intensive.

**Health Coaching Project (20 points)**

At the course’s conclusion, you will recruit a friend to be your “health coaching” client. During the first week after the course (NLT 1/15/16) you will assess their well-being using the same instruments used in our course and you will support them in the creation of their well-being (a) vision; (b) mission; and (c) action plan. From 1/16/16-2/13/16, you will support them via phone and/or text support as a health coach, providing them weekly support, encouragement, and compassion as per guidelines shared in our course. On 2/13/16 you will ask them to complete the post-assessment. At the conclusion of the project, you will review all data, and write a report. (Guidelines for the report will be given in class).

**Exam (10 points)**

You will have one take-home exam on all course material, to be completed by 1/15/16.

**Class Guidelines**

**Class Participation**: As noted above, you are expected to attend class regularly and to participate in class discussions and activities.

Only registered students can attend class. Non-registered students or family, children or guests of registered students cannot attend class. Additionally, only registered students will get credit for the course.

**Cheating** – Cheating is not tolerated in this course. Any incident of sharing answers on tests or papers will be considered as an incident of cheating. Using notes/books /outside websites on tests is also considered cheating. All incidents will be reported to the Dean. Please see the section titled “Academic Dishonesty” for more details.

Cheating includes:

1. Plagiarism – copying directly out of a textbook, from a website, or from another person’s work; or paraphrasing (saying in your own words) information from a source without citing that source. Please visit this website and complete the activities to become familiar with the definition and academic consequences of plagiarism if you are not familiar:

<http://library.camden.rutgers.edu/EducationalModule/Plagiarism/whatisplagiarism.html>

1. Sharing answers on tests.
2. Using unauthorized notes/books/websites on tests.

**Technology in the Classroom (i.e. phones, laptops)**

As an instructor, I strive to show my students respect and expect that students will do the same for me. It is expected that cell phones will be in silent mode during class to avoid disruptions. If you need to use your cell phone for any reason (text or voice), please excuse yourself and do so outside of the classroom. Texting/sending data via your cell phone in the classroom during class is disrespectful to your peers and instructor and will not be tolerated. Laptop computers are allowed in the classroom for students who have a specific need to take notes using the computer however it is not permissible to use the computer for non-class related activities during class time.

**Tracking your Grade –** Your grades will be posted in Blackboard throughout the semester. I will announce when a grade is posted in class. If there is an error in one of your grades, you will have 7 days (one week) from when it is posted to notify me so that we can get it corrected. It is your responsibility to check your grades regularly during the semester and to ensure that what is posted in Blackboard is accurate for you. I’ll remind you of this during the semester. I am happy to correct my mistakes but must be notified within 7 days (one week) in order to do this.

**Late assignments** – Late assignments will lose 10% of the points for each day that they are late. Assignments over 7-days late will receive a “0”.

**Grading**

Class Participation and Engagement 50 points

Discussion Board Posts 10 points

Journal Projects 10 points

Health Coaching Project 20 points

Exam 10 points

100 points

COURSE POLICIES

**Academic Integrity**

The integrity of the University community is affected by the individual choices made by each of us. Mason has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. Under no circumstances is it permissible to cheat, plagiarize, steal, or lie in matters relating to academic work. No grade is important enough to justify academic misconduct, and cases of academic misconduct will be treated seriously, will most likely result in a failing grade on the assignment or in the course, and will be reported to the Mason Honor Committee. Another important aspect of academic integrity includes the free exchange of ideas, and we will often have vigorous discussion in this class. We fully expect that all aspects of this class will be conducted dialogically with civility and respect for differing ideas, perspectives, and traditions. For more information, visit: http://oai.gmu.edu/the-mason-honor-code/ Instructors may use Blackboard SafeAssign

on assignment submissions in this course.

**Attendance and Participation Policy**

You are expected to be in class on time every day and should come to class prepared and ready to participate in class activities and discussion. Attendance and grades are highly correlated in any class, and most in-class assignments cannot be made up if you are not present in class. You are expected to attend class for the entire duration of the semester, including the last day of class and through the reading days and the designated Final Exam period for all your classes.

However, we understand that emergencies, illnesses, the death of loved ones, participation in university sponsored activities (e.g.: debate tournament or basketball game in which you are competing as a university representative), and important religious observances sometimes make it impossible for you to attend class. For these excused absences and emergencies, you are expected to provide written third-party documentation in advance whenever possible. Examples of third-party documentation include a calendar of religious observances, a letter from your coach that specifies the days on which you will need to miss class because you are away from campus for a competition, an obituary or funeral program, or a note from your doctor. In the case of illnesses or emergencies for which it is impossible to notify your instructor in advance, you should contact your instructor as soon as possible via email and then provide documentation as soon as you are able to return to class course overview.

**Campus Emergencies, Closures, and Class Cancellations**

George Mason University is dedicated to preparing staff and students in the event of an emergency. All

students in this class are encouraged to register for Mason Alert, a system that allows university officials to

contact the community during an emergency by sending a text message. In addition, we all need to take

a minute to view the emergency procedures poster in our classroom. This poster explains what to do in

the event of medical emergency, fire, tornado, violence, power outage or other bad event. Please let your

instructor know if you would like to discuss these procedures or any information on emergencies. If you are

not currently registered for Mason Alert please text MASON to 411911 or visit the website:

<https://alert.gmu.edu>

If campus is closed for any reason (power outage, snow, etc.), you should not assume that class activities are cancelled. In the event of a snow day or other campus closure that prevents us from meeting in our normal classroom, we will typically hold class online. You should watch your email for a message from your instructor that will provide instructions about how the class will proceed.

If your instructor is not present at the start of class, please check your emails for updates.  If the instructor is not present within 15 minutes after the start of class you are free to dismiss.  Check your emails regularly over the next 24 hours for updates.

**Campus Resources**

There are numerous campus resources that are available to help you succeed in this class, your academic career, your career after you leave GMU, and to manage the many challenges that all of us face at some point. For more details, please see a list of some of these resources online at http://ctfe.gmu.edu/teaching/student-support-resources-on-campus/

A few of these include

• University Writing Center

• Learning Services

• Academic Advising and Transfer Center

• Student Health Services

• Counseling and Psychological Services

• University Career Services

• Military Services

• WAVES

• ODIME

You are the person most responsible for your learning experience throughout your time here at George Mason. Your instructor is second in that chain. It is your responsibility to communicate with your instructor about anything that you feel may inhibit your learning experience. If the results of those discussions are unsatisfactory, try again. If your instructor still does not seem to understand the concern, your next level

**Classroom Conduct and Professionalism**

Professionalism includes coming to class with a positive attitude, engaging in dialogic communication (e.g., respecting others’ opinions, not interrupting in class, being respectful to those who are speaking, working together in a spirit of cooperation), and arriving to class on time and prepared for the class session. If you are engaging in any type of inappropriate behavior, you may be asked and required to leave for the remainder of that class session. If all goes well in the class, students tend to share information of an “interpersonal” nature”- it goes with the territory. You wouldn’t want something said about you to people all around campus, so keep others’ revelations confidential and do not talk about your classmates outside of class, and that goes for all of your classes. Each student is expected to be conscious and respectful of classroom diversity. While students may disagree on many topics, every person should respect the

perspective of his/her fellow classmates, instructor, and invited guests.

Bring the course textbook, syllabus, your class notes, any needed assignments and drafts, paper, and a writing utensil with you to each class meeting. Laptop computers, tablets, mobile phones, and other electronic devices may be used before and after class, but please do not use them during class unless you have been asked to use them for a specific class activity. Electronic devices tend to be a distraction for you and for other students, and research even shows that using your mobile phone during class reduces note taking by 62% and reduces subsequent grades on exams by 1 ½ letter grades (Kuznekoff & Titsworth, 2013). Silence all cell phones before class begins and put them away. If you are using your cell phone or laptop during class, I reserve the right to confiscate it until the end of the class period or to ask you to leave the class.

Students who interrupt class discussions by frequently arriving late to class, who constantly interrupt others without thoughtfully listening to their comments, or who ask questions (in class and over email) that would more appropriately be answered by a simple glance at the syllabus (e.g., “When is this due?,” “What do we have to read for next class?,” “Did we do anything important when I missed class?,” etc.) not only reflect poorly upon themselves, they also actively devalue the educational experience of others. Keep a copy of the course syllabus and schedule on hand and refer to them often; we expect you to take responsibility for your learning and to keep track of assignments and deadlines throughout the semester.

**Disability Accommodations**

If you have a learning or physical difference that may affect your academic work, you will need to furnish appropriate documentation to the Office of Disability Services. You can contact ODS at http://ods.gmu.edu

703.993.2474, or stop by SUB I Room 4205. If you qualify for accommodation, the ODS staff will give you a form detailing appropriate accommodations for your instructor. In addition to providing your professors with the appropriate form, please take the initiative to discuss accommodation with them at the beginning of the semester and as needed during the term. Because of the range of learning differences, faculty members need to learn from you the most effective ways to assist you. If you have contacted the Office of Disability Services and are waiting to hear from a counselor, please tell your instructor.

**Diversity**

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, course overview philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

The reflection of Mason’s commitment to diversity and inclusion goes beyond policies and procedures to focus on behavior at the individual, group and organizational level. The implementation of this commitment to diversity and inclusion is found in all settings, including individual work units and groups, student organizations and groups, and classroom settings; it is also found with the delivery of services and activities, including, but not limited to, curriculum, teaching, events, advising, research, service, and community outreach.

Acknowledging that the attainment of diversity and inclusion are dynamic and continuous processes, and that the larger societal setting has an evolving socio-cultural understanding of diversity and inclusion, Mason seeks to continuously improve its environment. To this end, the University promotes continuous monitoring and self-assessment regarding diversity. The aim is to incorporate diversity and inclusion within the philosophies and actions of the individual, group and organization, and to make improvements as needed.

**Grades**

Your final grade will be based on the following scale:

A+

97-100 (970-1000)

A

93-96 (930-969)

A-

90-92 (900-929)

B+

87-89 (870-899)

B

83-86 (830-869)

B-

80-82 (800-829)

C+

77-79 (770-799)

C

70-76 (700-769)

D

60-69 (600-699)

F

59 or less (599-0)

Incomplete grades will not be given in this course except in rare cases in which students have completed the course but are prevented from attending the final exam due to a documented serious medical emergency or other excused absence that truly cannot be avoided. In these cases, you should first attempt to reschedule the exam during the final exam period and an Incomplete will only be considered if this is impossible. In these cases, you should contact your instructor immediately to make arrangements. If your instructor has not heard from you by the end of the exam, it is highly likely that you will receive a zero on the exam. Your instructor may defer to the Basic Course Coordinator to determine if an Incomplete is warranted.

**Grade Appeals**

The time to challenge the merit of an individual assignment is during the semester and within one week after the assignment evaluation is returned.  Once the semester has ended and your final semester grade is posted, it is not appropriate to then challenge the merit of individual assignment grades earned during the semester.  Students often are not aware of what conditions qualify for a grade change after the completion of a semester.  The appeal request must fit into one or more of the following categories:

1. A change from a temporary to a final grade either before or after a University deadline (such as an

“Incomplete” to an “A”)

2. A computational or technical error (such as an issue with an auto calculation)

3. A recording error (such as a professor recording an “18” instead of an “81”).

If you believe there is an error in your final semester grade, you should first approach your instructor with

clear and concrete justification and evidence to support your appeal in the category or categories above.  If

you’re not able to resolve the issue with your instructor then bring your appeal and justification to the Asst. Dean for New Century College.  Once the semester has ended, the Dean will not hear appeals regarding the merit of individual assignment grades earned during the semester, as those should be resolved with the instructor during the semester.

**Late Work Policy**

Unless otherwise announced, all assignments are due at the beginning of class on the day that they are due. Late work will not be accepted except in the case of a documented personal emergency or excused absence, and you will not be allowed to make up assignments or exams unless you have third-party documentation of an excused absence or emergency. It is your responsibility to provide written documentation from a third party of your emergency or university-excused absence. Except in the very rare case of last minute emergencies (e.g.: you were hit by a car as you were walking to class and were taken to the emergency room), you should let your instructor know about any excused absences, provide documentation, and make arrangements for making up any missed work in advance. When the nature of the emergency makes it impossible to make up work in advance, students will be given a deadline to complete missed work, usually within one week of the original deadline. Technology failures, work-related absences, work in other classes, oversleeping, or meetings with other professors are not considered a personal emergency. Even if students have a documented, excused absence, there are some types of work in this class that might be impossible to

make up, such as in-class activities, workshops, group work, and individual or group presentations.

**Privacy**

Student privacy is governed by the Family Educational Rights and Privacy Act (FERPA) and is an essential aspect of any course. Your instructor cannot discuss your educational record with your parents, your friends, or anyone except for you. Because your GMU email is the only one that we can explicitly identify as belonging to you, your instructor will only communicate with you via email using your GMU address, and your instructor will not discuss grades via email. Students must use their MasonLive email account to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu> for more information.