

**OAKLAND UNIVERSITY SCHOOL OF HEALTH SCIENCES**  
**WELLNESS, HEALTH PROMOTION, AND INJURY PREVENTION PROGRAM**  
**WHP 3600: Wellness Facilitation**  
**Winter 2018 – CRN 11107**

**Instructor:** Professor Charlie Rinehart

**Office Hours:** Before/after class or Wednesdays 3:00-5:00pm in HHB 3125

**Office:** HHB 3125

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*(Emails will be responded to within one business day, NOTE: I do not respond to emails after 5pm at night or on weekends; if you send me an email Friday night or on the weekend it will not be responded to until some time Monday morning, keep this in mind as the semester rolls on.)*

**Required text:**

Storied Health and Illness: Communicating Personal, Cultural & Political Complexities by Yamasaki, Geist-Martin, Sharf

**Course Description:** The course will examine the overall development and delivery of presentation material designed to facilitate optimum human interaction in a wellness setting. Students will be introduced to a multitude of presentation tools intended to offer experience in delivering effective wellness concepts to a variety of audiences. Topics include individual and group dynamics, development, written and oral presentation of wellness-related information, non-verbal communication, debate, persuasion, leadership, problem solving, change and conflict.

**Course Objectives:** This course is designed to teach students presentation fundamentals as they relate to small group and large group setting. With the successful completion of this course, students will be able to: identify the five primary types of communication, describe the impact of demographic variables on communication, effectively use and respond to non-verbal communication, demonstrate active listening skills, demonstrate basic public speaking skills and understand the impact of the mass media.

**Attendance Policy:** Regular class attendance and active participation in class discussions will be important. Tardiness (coming late to class) is unacceptable. Attendance will be taken each class. A student who leaves class after attendance has been taken will be marked absent. Missing more than one class sessions will result in a reduction in overall classroom points. This reduction will begin at 2% and will grow if absences become increasingly frequent. Late arrivals will result in a 1% reduction each time.

**Expectations of Students:** Regular class attendance and active participation in class discussions is important. Students are encouraged to exchange ideas and to integrate personal experiences in class sessions. Students are expected to arrive for class on time and refrain from disturbing the flow of the class through conversation or distracting behavior. All communication and musical devices (cell phones, pagers, PDAs, Blackberries, iPods, etc.) are to be turned off and stored out of sight during the class. Laptops are permitted on lecture days if the student deems this necessary. No text messaging is permitted during class. Calls must be avoided during class breaks if the call is likely to disrupt prompt return to the classroom.

**Disability Accommodations:** Students with disabilities are welcome in this class. If you need any accommodations based on the impact of a disability, please contact me as soon as possible to discuss your needs. The Disability Support Services Office is responsible for providing reasonable accommodations for students with disabilities. Students with special needs are

encouraged to utilize these services. For more information, contact the DSS office at 370-3266 (voice) or 370-3268 (TDD).

**Student Integrity and Academic Conduct:** Students that cheat, fabricate, or plagiarize (which means misrepresenting as your own work any part of work done by another) will be handled accordingly. Students are expected to be familiar with the Catalog sections outlining student responsibilities, and in particular academic misconduct. Academic misconduct can be cheating on exams, falsifying data, modifying computer files, unauthorized collaboration or a vast array of infractions as spelled out by the university. Possible repercussions range from 0.0 on the assignment to expulsion from the university. See the Student Handbook for more details on academic misconduct or contact the Office of the Dean of Students at <http://www.oakland.edu/deanofstudents/> or 248-370-3352.

**Students intending to major in WHP must retain a copy of this syllabus, and all major assignments, for inclusion in their Portfolio.**

**Professional Conduct:** The faculty of the School of Health Sciences believes that the conduct of a student registered or taking courses in the School should be consistent with that of a professional person. Courtesy, honesty, and respect should be shown by students toward faculty members, guest lecturers, administrative support staff, and fellow students. Similarly, students should expect faculty to treat them fairly, showing respect for their ideas and opinions and striving to help them achieve maximum benefits from their experience in the School.

**Source Material:** Proper sourcing of material that is not “your” original material will be required. Please use credible sources when gathering information for your work and presentations. Credible sources include material like newspapers, legitimate websites (CNN.com, WebMD, etc.), academic journals, etc. Please be leery when using source material that can be edited by anyone (example: Wikipedia). *Wikipedia is a multilingual, web-based, free content encyclopedia...written collaboratively by volunteers...and edited by anyone with access to the Internet.* It is a **wonderful** reference, but should not be used as a final source without extensive background checking done by the speaker.

**Grades:** You will be graded using the following deliverables:

- Participation 20%
- Reflection Papers & Impromptu Presentations 15%
- Facilitation Assignment 20%
- Individual Presentations 30%
- Health Campaign Presentation Assignment (PK) 15%

**DEFINITION OF GRADES:**

A: Awarded to work that far exceeds minimum expectations, not only doing all that is required, but doing it with superior skill, creativity and thoroughness.

B: Awarded to work that is clearly above average, not only doing what is required, but doing it very well and demonstrating substantial competence.

C: Awarded to work that is average; it meets the minimum requirements, but does not demonstrate a grasp of the material beyond the rudimentary.

D: Awarded to work that is passing, but below average competency for college students. A

significant amount of work is missing, or work shows little effort or thought and has many errors.

F: Awarded to work that does not meet the minimum requirements of the course, and/or demonstrate a general lack of understanding or effort.

## **EVALUATION**

### **CLASS PARTICIPATION**

Class participation is a major portion of your grade. Communication includes both sender and receiver of messages. Your participation in classroom discussions is vital to the success of this class, it is also essential that you identify and develop your skills as a communicator. In order to do this it is in your best interest to be attentive, alert, and respectful. There are several barriers to effective communication, such as rudeness, sleeping, studying for another class, absences, and arrogance. Your grade for participation will be based upon my observation of you as a communicator, as the course develops you should begin to understand the subtle nuances of being a “good” participant.

The fact is, informed discussion is an integral part of this class – it affects the depth of your processing of course material & influences how I perceive you. And, I really want to support the development of this skill in class by giving it some value. While no comments at all are a problem, a quantity of comments that are uninformed by either thought/reflection or the assignments also present a different problem.

#### *Breakdown:*

- 60 % Basically, while your attendance is fine, you need to talk more
- 70 % You’re commenting ‘enough’ (in quantity) but need to both link to the assignment and inject more reflective/insightful commentary
- 80 % Your comments are ‘enough’ and thoughtful—but you need to link them more to the assignments and class discussion
- 90 % You’re almost there--your comments are ‘enough’ and thoughtful, and you occasionally link them to the assignments and class discussion(just not enough)
- 100 % **Full points!** You make thoughtful comments, clearly linked to assignments and the class discussion.

### **LECTURE/IN-CLASS ACTIVITIES**

This class will contain lectures and class activities that will require student participation. It is highly recommended that students remain up to date with course readings. A further student responsibility is to integrate readings with presentation material and to generate/respond to class discussion, questions and debate.

### **REFLECTION PAPERS**

There will be multiple reflection papers this semester. This will give you an opportunity to showcase how communication is critical to your role as a Health Care Professional. The papers will allow for the addition of lecture/reading material as well as personal and professional likeness. All material turned in must be **typed, double spaced** and have enough depth to fully address the question(s) being asked from the assignment.

### **PRESENTATIONS**

There will be two individual presentations that will require students to combine health and communication components to bring the material to life. The first will be a Personal Narrative (PN) presentation; this will require that students understand and utilize the power of PN. The second will be a Health Coaching (HC) presentation utilizing the nature of persuasion with the

beginning theories of Health Coaching.

Each presentation will require an outline and work cited page. These forms must be **typed, double spaced** and follow the specifics provided. The specific delivery requirements for each individual presentation will be shared via Moodle.

#### GROUP PRESENTATION

There will be one group presentation in this class. The project will require you and your group to utilize your skills in the area of communication and wellness to present opposing sides to a wellness issue. Your presentation for this group project must be accompanied by additional written material that will be introduced to the class early in the semester. Full details will be provided by instructor via Moodle. The presentation should showcase preparation, audience consideration and the acquisition of newly honed skills.

#### FACILITATION ACTIVITY

This class will allow you to facilitate wellness information by taking a selected theme(s) from the book(s) and leading a discussion on the material. This discussion must be accompanied with educational components, as spelled out by the specific rubric, and should be presented in an organized and professional fashion to the class. The presentation should showcase preparation and audience consideration.