

**Department of Sociology, Social Work & Family Sciences**

**SWF3015 - Health and Well-Being**

**2 Units**

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**Fall 2024 Quad 1**

September 3 - October 21

**Fully Online**

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**Meeting Days:** N/A

**Instructor:** Brittany South, MS, RD

**Meeting Times:** N/A

**Email:** bsouth@pointloma.edu

**Meeting Location:** Online

**Phone:** Zoom, by appt

**Final Exam: (Day/Time):** N/A

**Office Location and Hours:** Zoom, by appt

## **PLNU Mission**

**To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, the character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

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## **GENERAL EDUCATION MISSION**

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and cultures.

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## **COURSE DESCRIPTION**

Examines a personal approach to healthful living that encompasses physical, mental, emotional, relational, spiritual, and environmental aspects of wellness and self-care. Course topics include nutrition and exercise, cultivating joy, stress reduction, and gratitude.

*This course is one of the components of the General Education Program at Point Loma Nazarene University, under the category of "Exploring an Interdependent World: Physical Fitness and Nutrition." By including this course in a common educational experience for undergraduates, the faculty supports an introduction to the natural and social sciences as tools for exploring the world, with an emphasis on collecting and interpreting empirical data for both theoretical and practical purposes.*

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## **COURSE LEARNING OUTCOMES**

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1. Analyze the interdependence of mental, emotional, spiritual, relational, environmental, and physical aspects of an individual that impact their wellness. (FELO 1a, 1c, 1d, 2a)
  2. Identify behaviors that reduce risk, prevent and control disease, protect against abuse and danger, and decrease harmful stress. (FELO 1d, 2a)
  3. Evaluate resources and practices that contribute to enhanced relationships, improved fitness, balanced emotions, meaningful spirituality, mental growth, and environmental responsibility (FELO 1a, 1b, 1c, 1d, 2a)
  4. Apply health concepts in order to change or improve health-related behavior. (FELO 1c, 1d, 2a)
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## PROGRAM LEARNING OUTCOMES

1. Students will demonstrate an understanding of the multiple factors that influence the development and quality of life of individuals, families, and communities throughout the lifespan.
2. Students will identify appropriate resources to use in an application for problem-solving.
3. Students will examine the value of societal diversity and ethical treatment of others as a result of their Christian faith.

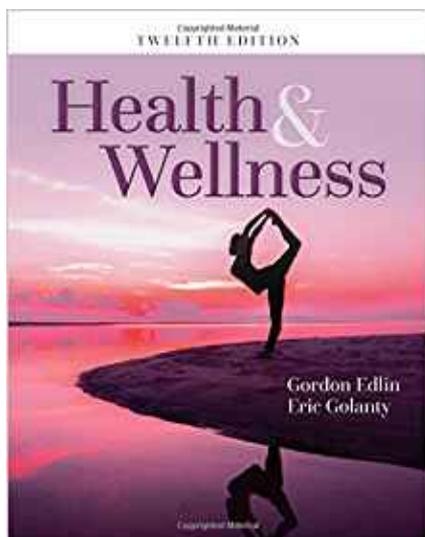
### ACADEMY OF NUTRITION AND DIETETICS FOUNDATION KNOWLEDGE AND SKILLS FOR ENTRY-LEVEL DIDACTIC PROGRAM IN DIETETICS (DPD):

1. Interpersonal communication skills. (1d)
  2. Role of food in the promotion of a healthy lifestyle. (5l)
  3. Health promotion and disease prevention theories and guidelines. (6g)
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## GENERAL EDUCATION LEARNING OUTCOMES

- FELO 1a. Written: Students will be able to effectively express ideas and information to others through written communication.
  - FELO 1b. Oral: Students will be able to effectively express ideas and information to others through oral communication.
  - FELO 1c. Information Literacy: Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources.
  - FELO 1d. Critical Thinking: Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions.
  - FELO 2a. Students will develop an understanding of self that fosters personal well-being.
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## REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES



*Health & Wellness*

by Gordon Edlin & Eric Golanty 12th Edition (the 11th, 12th & 13th editions are acceptable)  
Jones & Bartlett Learning

**Note:** Students are responsible for having the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books as soon as possible in preparation for the class.

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law. All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

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## COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 2-unit class delivered over 8 weeks.

It is anticipated that students will spend a minimum of 45 participation hours per credit hour on their coursework. The time expectations for this course are shown below:

Estimated Time to Complete Course

Assignments	Total Hours
Reading	20
Group Discussions	20
Behavioral Change Project	15
Application Exercises	15
Other assignments & learning activities	10
Quizzes & Final Exam	10
<b>TOTAL</b>	<b>90</b>

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## ASSESSMENT AND GRADING

Grades will be posted in the Canvas gradebook no later than midnight on Tuesday of each week beginning in Week Two of this course. It is important to read the feedback provided in the gradebook as these comments are intended to help you improve your work. Final grades will be posted within ten days of the end of the class. Multiple measures of evaluation are used in the course allowing students opportunities to demonstrate their learning in more than one way and giving consideration to individual learning styles. Course components that will be evaluated include the following:

### Graded Course Components

- 1. Assignments** are located each week throughout the course. These assignments will be fundamental to the learning process and are meant to impact your thinking about your own holistic health. **Assignments represent 20% of the overall course grade.**
- 2. Application Exercises** are created throughout the course. These exercises are used to measure understanding and to provide you with the opportunity to apply and practice skills for improving health. Please avoid submitting documents in the MAC format (.PAGES). **The Application Exercises represent 20% of the overall course grade.**
- 3. Online Discussions** Participation in discussion board forums is intended to promote collaboration between participants as new approaches to holistic health are considered. These online conversations will be based primarily on related assigned readings or content in the course. As a guideline, plan to contribute at least two substantive posts per day during active discussions. A substantive post contains material related to the topic, and/or extends learning in a meaningful way. It is expected that you read all posts in each discussion board group forum. **Due to the size of this class, most discussion boards will be closed for comments at the end of the week in which they were assigned.** Discussions represent 30% of the overall course grade.

4. **Chapter Quizzes** are created throughout the course and are used to ascertain your understanding of the required reading. **Chapter Quizzes represent 10% of your overall course grade.**

5. **Final Application Exercise** occurs at the end of the course as a summative assessment to determine your learning has been completed and you have met the course learning outcomes. The **Final Application Exercise represents 20% of our overall course grade.**

COURSE SIGNATURE ASSIGNMENTS

FCS Department Student Learning Outcomes	Proficiency Level	Course Signature Assignments
1. Students will demonstrate an understanding of the multiple factors that influence the development and quality of life of individuals, families, and communities throughout the lifespan.	Introduce	<p><b>Application Exercises</b></p> <p>This assignment is intended to be the synthesis of information gained from the text and class which is applied not only to each student’s life but also to their involvement with their communities and within their families.</p>
2. Students will identify appropriate resources to use in the application for problem-solving.	Introduce	<p><b>Behavior Change Project</b></p> <p>This assignment is designed to give students an opportunity to identify a desired personal behavioral change, develop a plan, access resources, implement the plan, log the progress, and reflect on the process of change.</p>
3. Students will examine the value of societal diversity and ethical treatment of others as a result of their Christian faith.	Develop	<p><b>Discussion Forums</b></p> <p>These forums are intended to help students wrestle with a wide variety of issues and demonstrate how faith informs their opinions and decision-making process.</p>

**Gratitude conferences:** Students are required to participate in one of the synchronous Gratitude conferences for full course credit. The conferences will occur on Monday day, Week 8, and will be conducted face-to-face. An email will be sent in Week 6 for students to sign up for one of the following time slots with a maximum of 12 students in each group:

Monday, Week 8

- 6:00 - 6:55 PM
- 7:00 - 7:55 PM

Grades will be based on the following:

Sample Standard Grade Scale Based on Percentages

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

**FINAL EXAMINATION POLICY**

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a

different time for **one** of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

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## **INCOMPLETES AND LATE ASSIGNMENTS**

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

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## **PLNU SPIRITUAL CARE**

Please be aware that PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development](#)

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## **STATE AUTHORIZATION**

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

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## **PLNU COPYRIGHT POLICY**

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## **PLNU RECORDING NOTIFICATION**

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

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## **PLNU ACADEMIC HONESTY POLICY**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when, in reality, they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination or, depending on the seriousness of the offense, for the course.

For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: “In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work.”

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## **ARTIFICIAL INTELLIGENCE (AI) POLICY**

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

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## **LANGUAGE AND BELONGING**

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars, we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice-free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias).

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## **SEXUAL MISCONDUCT AND DISCRIMINATION**

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the [Title IX Office](#). Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix).

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias).

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## **PLNU ATTENDANCE AND PARTICIPATION POLICY**

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to [Academic Policies](#) [Links to an external site.](#) for additional details.

## ***Synchronous Attendance/Participation Definition***

For synchronous courses that have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student's enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

**Note:** For synchronous courses with an online asynchronous week, refer to the Online Asynchronous Class Attendance policy listed below.

## ***Online Asynchronous Attendance/Participation Definition***

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content

**Note:** Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

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## **Course Modality Definitions**

1. Online Courses: These are courses with class meetings where all instruction and interaction are fully online.
    1. Synchronous Courses: At least one class meeting takes place at a designated time.
    2. Asynchronous Courses: All class meetings are asynchronous.
  2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
  3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).
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## **USE OF TECHNOLOGY**

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible nor allowable) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

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## **LOMA WRITING CENTER**

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for

grammar polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/>
  - Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
  - Email: [writingcenter@pointloma.edu](mailto:writingcenter@pointloma.edu)
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## **Assignments - At - A - Glance**

The course summary below lists our assignments and their due dates. Click on any assignment to review it.