Pharm 6913: The Science and Spirit of Wellbeing

Fall 2016

Week by week information is posted on our Moodle site.

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Course Instructional Team

Course Director
Name: Meg Little
Office location: Duluth
Email: littlem@d.umn.edu
Preferred method of contact: 1. Moodle Course Q&A Forum, 2. email

Teaching Assistants: None
Email:

Meeting Time, Place, Credits

1 credit UMN Policy: Expected Student Academic Work per Credit
Course Web Site: https://moodle2.umn.edu/
Term: Spring
Dates/Time: Online with in person meetings when and if we are able to arrange a time that works for everyone.
Location: Online Moodle "Classroom"
Course Overview

Course content: Care, in general, and healthcare in particular, requires a certain degree of wellbeing on the part of the provider. This elective survey course introduces students to evidence based wellbeing. The course explores individual wellbeing as well as implications for practice and the health and wellbeing of others. Sample topics include wellbeing, resilience, compassion, connectedness, purpose, gratitude and principles of culturally competent integrative healthcare focusing on mind-body practices. Students will identify one area of self-care for the semester.

The UMN Center for Spirituality and Healing Wellbeing model will be used as a foundation for the course; the model is depicted below.

Course Format: This course is based on Bloom's mastery learning model and meets in person and online; there will be spans of time dedicated to completing individual assignments in between meetings. In addition, the course is discussion oriented (mostly online).

Format includes reading/viewing current and scientific literature followed by online group discussions of content, delivering answers to questions via FlipGrid, and a short presentation and commentary via VoiceThread. Over the course of the semester students will have opportunities to: self assess, plan, adopt, monitor and sustain personal wellbeing, knowledge and behaviors. The final assessments is to design an overall wellbeing plan and track progress.

Lastly, students will have some freedom to customize content to their particular interests - while still achieving course objectives.

Prerequisites College of Pharmacy student or instructor approval

Computer/Technology Requirements The University of Minnesota computer requirements are listed here:

- [http://www1.umn.edu/moodle/start/technical.html](http://www1.umn.edu/moodle/start/technical.html)

Course Goals & Objectives

Goal The goal of this course is to expand your understanding of personal wellbeing and learn transferable skills that will enable you to better serve patients and peers.

Objectives * While the content of this one credit elective has wide ranging application, this course focuses primarily on domains four, five and six.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Assessment</th>
<th>Learning Activity</th>
<th>Domain*</th>
<th>Sci Found</th>
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Upon completion of this course students will be able to:

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<tbody>
<tr>
<td>1.</td>
<td>Describe terms and core concepts of wellbeing; find evidence regarding the use of the following ideas/methods: mindfulness, compassion, healing presence and healing relationship, connectedness (affects of social networks on behavior - Chrystakis &amp; Fowler), purpose and gratitude.</td>
<td>Content quizzes (unlimited attempts) Flip Grid</td>
<td>• Acquire foundational knowledge through readings and author lectures (videos)</td>
</tr>
<tr>
<td>2.</td>
<td>Self-assess, plan, adopt, monitor and sustain personal wellbeing knowledge and behaviors at regular intervals during the semester</td>
<td>Discussion Journal</td>
<td>• Overview of materials available for self-assessment, planning, adopting, monitoring and sustaining wellbeing - followed by application of acquired knowledge</td>
</tr>
<tr>
<td>3.</td>
<td>Participate in and evaluate one complementary care practice for wellbeing</td>
<td>VoiceThread Journal</td>
<td>• Identify one complementary care practice of personal interest (NNCAM) and create a short evidence based summary and evaluation of chosen practice for discussion. • Comment on classmates’ posts.</td>
</tr>
<tr>
<td>4.</td>
<td>Describe basic concepts of <strong>habit</strong> in developing a plan to support success ongoing wellbeing.</td>
<td>Discussion</td>
<td>• Interview with Charles Duhig (The Power of Habit) (38 min) • Discussion</td>
</tr>
<tr>
<td>5.</td>
<td>Summarize and critique a personal wellbeing plan, progress, and future goals that addresses body mind and spirit.</td>
<td>Paper: Wellbeing plan and progress</td>
<td>• Discussion and synthesis of course learning.</td>
</tr>
<tr>
<td>6.</td>
<td>Translate self-care</td>
<td>Discussion</td>
<td>• Students will brainstorm</td>
</tr>
</tbody>
</table>
skills learned into ideas to promote wellbeing for others (peers and patients) | Journal | and discuss ways to utilize self-care skills learned to promote wellbeing for others (peers and patients) | 4.5

Course Materials & Requirements

For purchase:

Optional:


Other online materials:
Habits: How They Form And How To Break Them. Interview with Charles Duhigg (38 min).
Small Steps to Big Change: An Interview with Tom Rath. Retrieved from (15 min)

Additional readings and viewings will be provided via Moodle links

Required:
In an effort to sustain and protect the learning environment I ask that students accept the following standards of attitude and behavior:

1. Treat everyone in the course with dignity and respect
2. Contribute meaningfully to our learning community
3. Challenge each others’ ideas and assumption in a civil manner
4. Practice compassion for self and others
5. Maintain an attitude of intellectual humility
6. Balance your personal beliefs with the ability to thoughtfully explore and experiment with different ideas and experiences.
7. Invest three or more hours per week in this course.

Assessment & Grading

Graded Assessments
The following graded assessments will count toward your final grade for this course in the following amounts. See Moodle for due dates.
Note: See page 3 for linkages between course topics, objectives, assessment, domains and scientific foundations.

<table>
<thead>
<tr>
<th>#</th>
<th>Title - Brief description See assignment descriptions and rubrics at end of document</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Content mastery quizzes (unlimited attempts)</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Moodle discussions</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>VoiceThread</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>Journal (informal writing)</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>Flipgrids (FlipGrid is a product that was designed and developed at the U. More info at <a href="http://flipgrid.com/info/">http://flipgrid.com/info/</a> )</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>Paper: Wellbeing plan and progress</td>
<td>25</td>
</tr>
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**Statement on Expectations for Late Work**

This course is discussion based and it is expected that you will turn work in on time in order to contribute the the groups' learning and so as not to inconvenience fellow learners. From time to time absence is unavoidable; please communicate with the course instructor and fellow learners. For example, if you anticipate being late posting to a discussion leave a note in the forum alerting classmates; details as to why are not required unless it becomes a habit.

In addition, this course follows a mastery learning module; you are expected to meet all of the course objectives - to the best of your ability - in order to get a final grade.

**Exam Policy**

No exams

**Grading Philosophy**

Grades are provided in this course as **one way** to monitor your learning. The grade you will earn is based on your scholarly and professional development performance. Students begin the course/assignments with an “A” grade and if performance drops demonstrably below “A” level performance, adjustments are made by the instructor, using rubrics which delineate expectations.

Grades are not meant to make you feel inadequate; they are meant to help you learn by identifying areas for you to concentrate on moving forward. Whenever possible, take your grade in the spirit that it is offered: Constructive feedback that will provide milestone progress checks in your learning.

Other ways you can monitor your learning:

- Revisit the course objectives, and reflect honestly about what you are learning and where you might need help. Take steps to get that help.
- Talk with your peers and compare your learning with theirs. Use your area of strength to help others; and ask others to help you. Much learning happens via conversation— either formal or informal.
- Check in with your course instructional team (instructors, teaching assistants, course coordinators) about areas of concern.
- Be honest about the effort you are putting forth in the course, and areas for improvement.

Course Letter
<table>
<thead>
<tr>
<th>Grades</th>
<th>A</th>
<th>93.0 - 100</th>
<th>C+</th>
<th>77.0 - 79.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-</td>
<td>90.0 - 92.9</td>
<td>C</td>
<td>73.0 - 76.9</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87.0 - 89.9</td>
<td>C-</td>
<td>70.0 - 72.9</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>83.0 - 86.9</td>
<td>D</td>
<td>60.0 - 69.9</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80.0 - 82.9</td>
<td>F</td>
<td>0 - 59.9</td>
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</tbody>
</table>

**Grades**

*Statement on Extra Credit*

No extra credit.

**Minimum Passing Level**

Per University and College Policy, students who receive a grade below (C-) in this course must successfully repeat the course before advancing to courses which require this course as a prerequisite.

**Detailed Course Outline & Schedule**

- Student effort for this course is expected to represent a total of 40 hours over the course of the semester.
- Class officially begins the week of January 26 and wraps up the week of April 20. An additional week is allotted for completion of the final paper.
- Class meets in person for one hour - four times - January to April.
- We will meet the week of January 26 to review course objectives and practicalities - and agree on, and arrange a plan for the semester that reflects students' goals. Students will be expected to propose and discuss ways to incorporate personal/group objectives and interests.
- Anticipated amount of work:

<table>
<thead>
<tr>
<th>Item</th>
<th>Approximate Time in Hours</th>
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<tbody>
<tr>
<td>Class meetings (4)</td>
<td>4</td>
</tr>
<tr>
<td>Content mastery quizzes</td>
<td>1</td>
</tr>
<tr>
<td>Reading books (2)</td>
<td>6</td>
</tr>
<tr>
<td>Moodle discussions (4)</td>
<td>6</td>
</tr>
<tr>
<td>Journal writing (15 minutes per week)</td>
<td>3</td>
</tr>
<tr>
<td>Complementary care practice and evaluation</td>
<td>3</td>
</tr>
<tr>
<td>Other course readings, viewing/listening to videos, exploring wellbeing tools</td>
<td>8</td>
</tr>
<tr>
<td>Self-assess, plan, adopt, monitor and sustain personal wellbeing</td>
<td>9</td>
</tr>
</tbody>
</table>
Course Assignments and Grading Rubrics

Class meetings

We will schedule in person meetings if possible and your attendance is appreciated.

Quizzes

Short quizzes will check for mastery of content knowledge from readings, videos etc. and focus on core concepts. Incorrect quiz answers must be corrected for the assignment to be complete. The average score of your quiz attempts is the one that will be recorded for a grade. Quizzes are individual assignments not collaborative assignments.

Moodle (Online) Discussions Rubric

Assessment in this course (specifically Moodle) will be done using a rubric that describes several types of participation in online discussions.

The following rubric is for your use and the instructor's use in assessing your Moodle discussion participation. Posts which are in all three columns are desirable—e.g., casual, friendly posts help to begin conversations and build community; descriptive posts help to build understanding of content; reflective/analytical posts tend to challenge thinking and content and take the learning to a deeper level.

**Generally, posts that achieve a level of reflective-analytical at least 15-25% of the time is considered quite adequate (A level.).

You are encouraged to contribute all three kinds of posts, as appropriate. Just the same as you would in a face-to-face discussion. Not all discussion is heavily reflective and analytic (in fact, that would tend to get quite boring). On the other hand, if all of the conversation was casual-friendly and never achieved much depth, well, that gets boring, too.

<table>
<thead>
<tr>
<th>Casual- Friendly</th>
<th>Descriptive</th>
<th>Reflective-analytical</th>
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<tbody>
<tr>
<td>● Restate ideas or issues from the reading.</td>
<td>● Accurately reflect reading content.</td>
<td>● Analyze and evaluate the reading and defend your evaluation.</td>
</tr>
<tr>
<td>● Identify similar experiences in our own practice.</td>
<td>● Identify your own experience relevant to readings.</td>
<td>● Project what your experiences mean for you in your professional life.</td>
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<tr>
<td></td>
<td>● Describe insights based on integration of experience and readings.</td>
<td>● Identify insights and project how this could validate or change your professional or personal practices.</td>
</tr>
</tbody>
</table>
| **Praise or criticism**, e.g., "I love what you said about X, Y, and Z."  
| Show a presence, e.g., "I've read this and am thinking about it, not sure if I agree with you, but need to give it more thought.** | **Recognition of agreement or disagreement:**  
| validate and explain or defend underlying reasoning or assumptions.  
| Demonstrate further analysis.  
| Demonstrate further insight.** | **Coherently and eloquently validate and explain, or defend underlying reasoning and assumptions.  
| Seek to challenge and fully understand differences or similarities.  
| Construct new meaning and application to professional or personal context.** |

(Damme & Williams, 2008)

| **FlipGrid** | **Responsive to course questions posed via FlipGrid (answer limited to 90 seconds)** |
| **Complementary care VoiceThread** | **Chose a practice from the [National Center for Complementary and Integrative Health - Mind-body section](https://www.nccih.nih.gov/health)  
| Find at least three references that support the efficacy of the practice  
| Spend a minimum of 4 hours engaging in the practice (For the purposes of this particular assignment you are asked to dedicate time towards one practice. You will have additional opportunities to explore different wellbeing strategies and practices during the semester;)  
| Create a [Three Minute Thesis](https://www.voicethread.com) using VoiceThread (2 slides - one for your presentation and one for your references in APA format.)  
| View and comment on classmates VoiceThreads** |

| **Final Paper** | **Write an academic paper (v. informal writing in journal assignments):**  
| Summarize and critique your personal wellbeing plan, progress, and future goals that addresses body, mind and spirit  
| Include evidence from 10 references (course references count towards the 10) on a separate reference page. For example, references should provide scientific evidence that led to the creation of your plan. How did your personal results compare with the literature? Support any future goals discussed with references as well. The reference page does not count towards the 5-6 page total.** |

**Specifications:**  
5-6 pages, double spaced, 12 font, 1" margins, APA format! - See Purdue Owl site for APA formatting guidance: [https://owl.english.purdue.edu/owl/section/2/10/](https://owl.english.purdue.edu/owl/section/2/10/)