Sample service-learning course syllabus

Honors 2801
Health and Wellbeing
Spring 2013

Class: (day/time) Instructor: Richard Szwaja
Location: Phone: 269.
Office: Email:

Office hours: Tuesday, 2:00-3:30 p.m. Room 1022 LHC
Wednesday, 12:00 – 1:30, Suite 2400 CHHS

HOL 2801 fulfills Western Michigan University’s General Education Area 8: Health and Wellbeing. This course provides students with a holistic approach to understanding self and community through a health focus, exploring multiple dimensions of health and wellbeing.

“The purpose of education is to show us how to define ourselves authentically and spontaneously in relation to our world—not to impose a prefabricated definition of the world, still less an arbitrary definition of ourselves as individuals.” Merton (1979)

Students will engage in activities, reflection and dialog which will foster critical thinking skills and personal exploration. Students are exposed to theory and practice in the following areas: self-care and wellbeing, culture, research, and health broadly defined and encompassing mental, emotional, physical, spiritual, environmental, social and occupational wellness.

“If higher education cannot deal with the messiness of real life, educated people . . . clearly will not know how to use their knowledge with wisdom, compassion, and love.” Palmer (2010)

As a service-learning course, students will further explore the classroom learning through their direct experience of, and reflection on, an intensive community-service experience. Students will participate in a minimum of 15 hours of service, intimate reflection of their service experience, and classroom dialog connecting the service experience to course content.

Required Reading:

Coursepack - available at WMU Bernhard Center Bookstore

Additional readings, audio and video material on e-learning site.
**Course Objectives:**

Upon completion of the course, the successful student will be able to:

- Understand the role of body, mind, spirit, and the social self in understanding and promoting health.
- Think critically about their wellness, analyzing current wellness in each of the dimensions studied, and making relevant changes to improve their wellness as desired.
- Understand their cultural identity and development.
- Engage in meaningful and relevant classroom discussions about the implications of various aspects of health and wellness at the individual, campus, local, regional, national and global levels.
- Interact intentionally and effectively with individuals in the broader community whose cultural identities differ from their own.
- Identify and discuss current and relevant research in Holistic Health, and bridge the gap between research and community application.
- Reflect deeply on the classroom and service-learning experience, extrapolating life-long learning awareness.

**Course Components:**

The most meaningful learning in this class will occur through two primary modalities – our classroom community, and your service-learning experience.

**Classroom Community:**

Learning in the classroom will come primarily from the exchange of stories, experiences and knowledge between members of our classroom community. This community, in which we become increasingly willing to speak from our hearts as well as our minds, relies intimately on the consistent presence and participation of all its members. Your presence and participation not only enhances your learning experience, but also that of each member of our community!

Because of the nature of this class, **full attendance is expected**, as is your **active participation**;

For this reason, the attendance policy is as follows:

- If for any reason you need to miss class please notify the instructor and at least one member of your learning community as soon as possible.
- If you miss a class you are still held responsible for turning in any assignments that were due on the date you missed.
- Each class period provides you the opportunity to earn 10 points for attendance and participation. You must be in class AND actively participate to earn full points.
- Each absence (other than university-excused absences) after your first will cost you one half of a letter grade (an ‘A’ grade would become a ‘BA’ if you have two absences, a ‘B’ if you have three absences, etc.).
**Service-Learning:**
The service-learning component is intended to deepen your classroom learning experience through a direct and meaningful interaction with a community partner. This interaction will offer you opportunities to experience (vs. simply read and discuss about) various aspects of health and wellbeing, and to reflect on your perceptions, judgments, expectations, interactions and experiences relative to health and wellbeing.

It is essential to the success of this class that you participate in a minimum of 15 hours of the service-learning project between weeks three and twelve of the semester. You must participate in at least one visit per week during each of these 10 weeks, with each visit lasting at least one hour. For your safety, please be sure to always have at least one member of your team with you each time you visit your community partner or work on your service project. Your full participation is worth 100 points.

Since the most meaningful learning from this service-learning experience will come as a result of your reflection on the experience, you will complete 10 service-learning reflection journals, as explained in the rubric section of the syllabus. Each journal is worth an additional 20 points.

**A BIT ABOUT CLASSROOM ETIQUETTE**

As much as possible, our classroom will become a vibrant and dynamic learning community in which we learn from each other and from our shared experiences.

For this to be feasible, certain community norms (also known as cultural norms) will be established together during the first days of class. In the meantime, and in addition to whatever norms are established, please honor the following:

- **Preparation.** Much of your learning will come from each other and your shared participation during class. You are expected to come prepared. Please read all assigned materials prior to class, and be prepared to engage in discussions and experiences based on the readings.

- **Timeliness.** The structure of this class requires timely attendance, both at the beginning of each class session as well as returning from any breaks or break-out sessions. Please be sure to arrive on time. If you will be late for any reason, please contact your instructor in advance, and please minimize distractions when you enter the classroom.

- **Cell phones.** Please turn phones off or set them to silent mode (not vibrate, which is still distracting). Please refrain from all phone use while in class, including texting, talking and e-mailing. In case of emergency, please inform the instructor and your group of your need to make an emergency call, and make the call outside of the classroom.

- **Laptops and tablets.** Much of the course will be based in small-group, direct-experience, and/or dialogue, with activities and discussions providing rich learning
opportunities. Laptops can easily distract, separate, and cause disconnection. Unless otherwise instructed, please refrain from using laptops or tablets during the class.

- **Food & Drink.** Please refrain from eating any food/snacks during class time (during break is ok.) Beverages are fine during class.

*Students needing accommodations for special needs: Please see me within the first two weeks of class to provide any documentation to ensure those needs are met in a timely manner.*

**Plagiarism:**
Plagiarism refers to the use of someone else’s ideas or words without correct documentation. It is the student’s responsibility to ask the faculty member to clarify any questions on correct use of documentation for the work submitted in the course.

Cheating refers to the use of someone else’s knowledge or sharing course work in a way that is unauthorized by the faculty member. The faculty member may authorize the use of reference books for a paper, for example, but require that a test be done without such help.

**Please note:**
“You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate (pp. 274-276) [Graduate (pp.25-27)] Catalog that pertains to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.”

**Reservation Statement:**
The instructor reserves the right to make adjustments to this syllabus as needed.
**Grades**

Points are assigned primarily for participation, reflection and application. The more genuinely and fully you participate in our learning community, reflect on your experiences, and apply new learnings to your own daily and weekly quest for health and wellness, the higher your grade and, more importantly, the more value you will take from this course.

A letter grade will be assigned in accordance with the total number of points accumulated and will be determined by using the following grade scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 – 100%</td>
</tr>
<tr>
<td>BA</td>
<td>88 – 93%</td>
</tr>
<tr>
<td>B</td>
<td>82 – 87%</td>
</tr>
<tr>
<td>CB</td>
<td>76 – 81%</td>
</tr>
<tr>
<td>C</td>
<td>70 – 75%</td>
</tr>
<tr>
<td>DC</td>
<td>65 – 69%</td>
</tr>
<tr>
<td>D</td>
<td>60 – 64%</td>
</tr>
<tr>
<td>E</td>
<td>59 % and below</td>
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</tbody>
</table>

**Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Delivery</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invitation and Ownership Reflection</td>
<td>E-learning discussion</td>
<td>Jan. 14</td>
<td>20</td>
</tr>
<tr>
<td>Wellness Assessment</td>
<td>E-learning &amp; In class</td>
<td>Jan. 22</td>
<td>20</td>
</tr>
<tr>
<td>FACE Assessment</td>
<td>E-learning</td>
<td>Jan. 29</td>
<td>20</td>
</tr>
<tr>
<td>Student Journal – 20 points each for 10 entries</td>
<td>E-learning discussions</td>
<td>Weeks 3-12</td>
<td>200</td>
</tr>
<tr>
<td>Individual Plan for Enhanced Wellbeing</td>
<td>E-learning drop box</td>
<td>April 16</td>
<td>160</td>
</tr>
<tr>
<td>Service-learning Group Presentation</td>
<td>In Class</td>
<td>April 16</td>
<td>50</td>
</tr>
<tr>
<td>15 Hours of Service-learning</td>
<td>With Community Partners</td>
<td>Weeks 3 - 12</td>
<td>100</td>
</tr>
<tr>
<td>Attendance &amp; Participation (10 pts per session)</td>
<td>In Class</td>
<td>Weeks 1 - 14</td>
<td>140</td>
</tr>
<tr>
<td>NOTE – each absence after your first costs you a half letter grade in addition to losing 10 points.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final</td>
<td>In Class</td>
<td>April 23</td>
<td>90</td>
</tr>
</tbody>
</table>

**Total Points** 800
## Weekly Schedule and Assignments

<table>
<thead>
<tr>
<th>Week</th>
<th>#</th>
<th>Theme</th>
<th>Focus</th>
<th>Preparation – Prior to Class</th>
<th>Assignments Due (prior to or at the beginning of class)</th>
</tr>
</thead>
</table>
| 1/8    | 1 | Intro & Community Building | Course Intro & Overview;  
- Purpose  
- Outcomes  
- Structure  
- Roles  
- Norms  
Community Building;  
Meditation | | |
| 1/15   | 2 | Intro & Community Building; Service-Learning | Check-In  
Overview of health and wellness; Holistic model  
Understand service-learning  
Guided meditation | Read pgs 1 - 34:  
- Introduction  
- Contemplative Pedagogy  
- To Hell with Good Intentions  
- Art of Powerful ?s  
- What is Guided Imagery | Invitation and Ownership Reflection (Discussion Forum)  
Due Monday, 1/14 |
| 1/22   | 3 | Service-Learning           | Check-In  
Meet community partners; Choose service-learning partnerships.  
Multiple layers of self-care: Cultivating balance & initiating change.  
Meditation/ Mindfulness | Read pgs 34 - 52:  
- Health & Wellness | Wellness Assessment (bring printed results to class) |
| 1/29   | 4 | Dimensions of Wellbeing    | SL Check-In  
Social Wellness | Read E-Learning:  
- Stuck Vs. Transformed Community | FACE Assessment (Discussion Forum)  
SL Reflection (Discussion Forum) |
| 2/5    | 5 | Dimensions of Wellbeing    | SL Check-In  
Spiritual Wellness | Read pgs 53 - 64:  
- The Four Domains Model | SL Reflection (Discussion Forum) |
| 2/12   | 6 | Dimensions of Wellbeing    | SL Check-In  
Physical Wellness: Mindful Eating & Movement | Read pgs 65 - 110:  
- Transtheoretical Model of Behavior Change  
- Mindful Eating | SL Reflection (Discussion Forum) |
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>SL Check-In</th>
<th>Assignment</th>
<th>SL Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/19</td>
<td>7</td>
<td>Dimensions of Wellbeing</td>
<td>SL Check-In</td>
<td>Read pgs 111 – 148: When Perfect Isn’t Good Enough, Psychoneuro-immunology</td>
<td>SL Reflection, Discussion Forum</td>
</tr>
<tr>
<td>2/26</td>
<td>8</td>
<td>Dimensions of Wellbeing</td>
<td>SL Check-In</td>
<td>TBD</td>
<td>SL Reflection, Discussion Forum</td>
</tr>
<tr>
<td>3/5</td>
<td></td>
<td>SPRING BREAK</td>
<td>NO CLASS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/12</td>
<td>9</td>
<td>Research</td>
<td>SL Check-In</td>
<td>TBD</td>
<td>SL Reflection, Discussion Forum</td>
</tr>
<tr>
<td>3/19</td>
<td>10</td>
<td>Research</td>
<td>SL Check-In</td>
<td>TBD</td>
<td>SL Reflection, Discussion Forum</td>
</tr>
<tr>
<td>3/26</td>
<td>11</td>
<td>Culture</td>
<td>SL Check-In</td>
<td>Read pgs 149 - 1169: How Did You Become Yourself, From Playground to Pharmacy</td>
<td>SL Reflection, Discussion Forum</td>
</tr>
<tr>
<td>4/2</td>
<td>12</td>
<td>No Class</td>
<td>Presentation Prep</td>
<td></td>
<td>SL Reflection, Discussion Forum</td>
</tr>
<tr>
<td>4/9</td>
<td>13</td>
<td>Culture</td>
<td>SL Check-In</td>
<td>Read pgs 170 - 177: DIY Lifestyles?</td>
<td>Final SL Reflection, Discussion Forum</td>
</tr>
<tr>
<td>4/16</td>
<td>14</td>
<td>Service-learning Presentations</td>
<td>SL Check-In</td>
<td></td>
<td>Individual Plan for Enhanced Wellbeing, Dropbox</td>
</tr>
<tr>
<td>4/23</td>
<td></td>
<td>Dialogic Final</td>
<td>Reflect and Think Forward</td>
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<td></td>
</tr>
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</table>
Assignment Philosophies and Rubrics

The assignments for this course are assigned for two reasons: stimulation and assessment. Each is intended first and foremost to stimulate your thinking about and ownership of various aspects of academic and life-long learning. As you read each rubric and prepare to complete your assignments, you are encouraged to adopt a sense of ownership:

- What does this mean to you?
- How do you experience it and know it?
- How can your experience of this assignment enhance your understanding and ownership of Health and Wellbeing, and of your own wellness?

The assessment function is pretty straight-forward: how well can you integrate material from class and life-experiences into the assigned writing/presentation?

The more thorough and genuine you are in your writing, the higher your grade will be. You are graded on your clarity and depth of thought, genuine self-expression, creativity, reasoning and supporting arguments, competent organization, and grammar/spelling. You are also graded on how effectively you address all points set forth in the rubric.

You are not graded on your values and opinions. Please feel free to express your genuine thoughts and feelings about your experience, the class, your instructor, etc. Just make sure that your approach aligns with the principles/norms of healthy community that we established at the beginning of class.

SUBMISSION of ASSIGNMENTS

Unless otherwise noted, all assignments must be submitted online using e-learning. Each assignment rubric will indicate where within e-learning to submit the assignment, whether in a dropbox folder or discussion board.

Font Type & Size: All papers and assignments written in a word processing platform (other than the e-learning discussions) must be single-spaced, 12 point in one of the following standard fonts: Calibri, Times New Roman or Arial.

ALL ASSIGNMENTS MUST BE COMPLETED ON TIME. In the event of technical/printer issues, you may e-mail your paper as long as it is in the instructor’s inbox by the start of class on the assigned day. In such cases, please contact the instructor in advance.

Late assignments will receive a 10% deduction each day for three days, after which the assignment will no longer be accepted for points.

Student Reflections:

Students will complete several different reflections throughout the semester, each of which is explained in more detail below. The purpose for reflections is to invite you to intentionally and consistently assess your
experiences, development, progress and wellness throughout the semester. Research suggests that keeping a journal can have profoundly positive impact on one’s wellbeing and one’s success.

**Required Reflections (12):**
Week 1: Ownership and Invitation Reflection
Weeks 3: FACE Assessment
Weeks 3 – 12: 10 Service-Learning reflections.

**Optional Extra Credit Reflections (3):**
You can complete three Extra Credit reflections throughout the semester worth up to 20 points each.

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**Student Ownership and Invitation Reflection**
20 points, Due Jan. 14 on Discussion Board
Approximately 600 - 700 words

The purpose of this reflection is to help you to take full ownership of this class by considering the invitation that you have accepted, and owning the gifts and potential reservations you bring to the class.

- Reflect on the first session of this course, including the community-building, class philosophies, syllabus, service-learning and meditation:
  - What stands out for you? Why?
  - What surprises you? Why?
  - What excites you? Why?
  - What concerns you? Why?
- Ask at least one question about the course syllabus.
- Ask any additional questions you have about the course, the philosophies, service-learning project, assignments, learning outcomes, etc.
- Share at least one hope you have for yourself in this course.
- Share at least one gift you bring to our learning community.
- Share any concerns or reservations you have about your participation in this course.

**Grading:**

**Depth & Genuineness (10 pts):** The reflection is well thought out with points explored beyond the surface. Seems to be written from the heart as well as from the head.

**Relevance (10 pts):** The content is relevant to, and addresses all questions in the rubric.

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**FACE Assessment**
15 points, Due Jan. 21 on Discussion Board
Approximately 600 – 700 words
The purpose of the FACE assessment is to invite you to be better prepared for your service-learning experience, by considering the Facts, your Assumptions, your perceived Challenges, and your Expectations for the experience.

This assessment is available in the “Taking Ownership of the Experience” discussion forum. Please answer all questions genuinely, from the head and heart. Please take enough time to answer beyond the surface answer, considering your thoughts and feelings that may be a little further beneath the surface.

**Facts:** What do you KNOW about the upcoming experience? Think of the hours, expectations, responsibilities, partnerships, etc.

**Assumptions:** What do you THINK you are getting into? Think of any stereotypes you may have, rumors you have heard, or previous experiences that might relate to this one.

**Challenges:** What do you WORRY about encountering? Think of such things as: dangers, fears, confusions, the prospect of interacting with new and different groups and individuals, time management, etc.

**Expectations:** What do you hope to GAIN from the experience? Think of such things as people you will meet, knowledge you will gain, skills you will obtain, etc.

**Grading:**

**Depth & Genuineness (10 pts):** The reflection is well thought out with points explored beyond the surface. Seems to be written from the heart as well as from the head.

**Relevance (10 pts):** The content is relevant to, and addresses all questions in the rubric.

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**Student Service-Learning Journal Rubric**

20 points each; 10 reflections due throughout the service-learning project.

- **No more than one reflection per week.**
- **Approximately 700 – 1,000 Words**

The purpose of these reflections is to engage you in deeper consideration of your service-learning experience, and of your own health and wellness, as well as issues relative to health and wellbeing in and around your community. They are intended to be more relaxed than a formal paper - more like an informal conversation with a trusted friend about your experiences.
The bullet points below are intended as a reflection guide. Please do NOT generate a list of answers. Rather, please write a narrative that captures your thoughts about these bullet points more organically than a list of answers.

1. Describe your service-learning experience(s) since your last journal entry:
   o Where did you do your service?
   o What did you do?
   o With whom did you interact?
   o How long were you there?
   o What worked well?
   o What was less effective?

2. Describe your reactions and awarenesses throughout the service-learning experience:
   o What feelings (happy, angry, sad, scared . . . or any of their derivatives) did you experience?
   o What surprised you?
   o What challenged you?
   o What assumptions did you notice that you hold about yourself?
   o What assumptions did you notice that you hold about others?

3. Identify any connections between your experiences and reactions, and the aspects of health and wellness that we’ve covered in class.
   o What did you notice that relates with any of the dimensions of wellness that we’ve discussed?
   o What did you notice about holism and the holistic perspective?
   o What did you notice that supports or challenges any of the conversations we have held in class?
   o What did you notice with regard to your own health and wellbeing?

4. Indicate what you intend to apply from your experience and reflection that may lead you further down the path of intentional health and wellness.
   o What mental models or beliefs related to any aspect of your health and wellness might you seek to better understand?
   o What attitudes or feelings regarding anything that impacts your wellness might you want to address?
   o What behaviors would you like to pay attention to and either continue doing, alter, or stop doing?

**IMPORTANT:** You must meet with your community partner at least once per week each week during weeks 3 – 13. You must also turn in one journal each of these weeks, reflecting on that week’s experience. **You will not be allowed to turn in late journals. Please plan accordingly.**
Grading:

**Depth & Genuineness (10 pts):** The reflection is well thought out with points explored beyond the surface. Seems to be written from the heart as well as from the head.

**Relevance (10 pts):** The content is relevant to, and addresses all points in the rubric.

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**Extra Credit Reflections**  
(To be completed if you desire extra credit for up to three additional reflections in three separate weeks.)  
20 points each; Approximately 700 – 1,000 words

The purpose of these reflections is to engage you in deeper consideration of your own health and wellness, as well as issues relative to health and wellbeing in and around your community. They are intended to be more relaxed than a formal paper - more like an informal conversation with a trusted friend about your experiences.

1. What successes (physically, mentally, emotionally, socially and/or spiritually) have you experienced in the past week? What do you suppose allowed for these successes? Why were these important to you?

2. What struggles (physically, mentally, emotionally, socially and/or spiritually) have you experienced in the past week? Why do you suppose you experienced these struggles? What can you learn from them?

3. What surprised your or challenged your beliefs about your health and wellbeing or that of the world around you during the past week? What mental model or world view of yours do you suppose was being challenged? What value does this tension hold for you?

4. How aware and present have you been during the past week or two? Why do you suppose that is? What consequences (positive and negative) have you experienced as a result of your awareness and presence?

5. What is one goal you have for the coming week relative to your own health and wellbeing? Why is this goal important or valuable for you? What will you do to ensure you attain it?

Grading:

**Depth & Genuineness (10 pts):** The reflection is well thought out with points explored beyond the surface. Seems to be written from the heart as well as from the head.

**Relevance (10 pts):** The content is relevant to, and addresses all questions in the rubric.
15 Hours of Service-Learning
Between the 3\textsuperscript{rd} and 12\textsuperscript{th} week of the semester

Each student is responsible to log a minimum of 15 service-learning contact hours throughout the ten weeks of the semester that are allocated for the service-learning project (weeks 3 – 12). This does not include planning time, drive time, or any other investment of time other than direct service time with your community partner. It does include orientation if required by the sites.

Each student will spend a minimum of one hour per site visit and must make at least one visit per week, keeping in mind that the minimum number of hours is 15, so plan accordingly. You will sign up for hours in advance, according to your availability and the needs of the community partner. Drop-in hours are rarely available. Please note that hours cannot be made up after the 12\textsuperscript{th} week of the semester, unless there are extenuating circumstances such as a death in the family, hospitalization, etc.). Please plan ahead!

You will bring a time-log with you each time you visit your community partner, and have your log signed by an instructor-approved representative of the community partner.

Please dress professionally, according to the site and / or project, and will be on time and otherwise dependable. If students are working outside and clean, unripped jeans may be appropriate. Please treat this as a "real" job, and keep in mind that you are making valuable contacts and adding hand-on experience to your resumes. Make a good impression.

You will earn points toward your service-learning project as follows:

- 100 points for completing 15+ hours.
- 50 points for completing 13 - 14 hours
- Zero points for completing fewer than 13 hours.
Wellbeing affects us all, no matter how young or old, how learned or wise, how healthy and wealthy . . . or not. All too often in our western world, “success” is defined primarily by one’s career accomplishments and accumulation of wealth and status. Yet most people who claim to experience the greatest level fulfillment in life do so by attending to their physical, mental, social, emotional and spiritual wellbeing, as well as their career, status and wealth.

This semester-long project asks you to create an Individualized Plan for Enhanced Wellbeing, taking into consideration all materials read and discussed in class, as well as your Wellbeing Self-Assessment. Your plan will include the following components:

- **Introduction (20 points):** A couple of paragraphs to address the following:
  - What “wellbeing” means to you (your story of wellbeing).
  - Your general interpretation of the results from your Wellbeing Self-Assessment.
  - A general statement of what you hope to change or address to improve your overall level of wellbeing.

- **Analysis (100 points – 20 per dimension):** For five of the seven dimensions of wellbeing (physical, mental, social, emotional, spiritual, environmental and vocational), please share:
  - Why you chose this dimension.
  - What you perceive as your current level of wellbeing for this dimension, including:
    - The rating from your assessment and what that score means for you.
    - A subjective assessment of your level of wellbeing including at least one personal example that relates to this dimension.
  - General statement of what you would like your wellbeing to look and feel like in this dimension.
  - Current strengths in this dimension:
    - At least three strengths.
    - Why you perceive these as strengths.
    - What you have done to build these strengths.
    - What you intend to do in the future to build or maintain these strengths.
  - Current shortcomings in this dimension:
    - Two or three shortcomings.
    - Why you perceive these as shortcomings.
    - What you have done to address these shortcoming in the past.
    - What you intend to do in the future to address these shortcomings.
  - What you discovered about yourself in this dimension through your service-learning experience.
• Plan (20 pts): Determine one dimension in which you most desire to improve your level of health and wellbeing. Provide a detailed plan indicating how you intend to enhance your wellbeing in this dimension.
  ▪ Explain why you decided to focus on this dimension of wellbeing.
  ▪ Include at least two specific activities or experiences in which you intend to engage on a regular basis.
  ▪ Explain how these activities will enhance your level of wellbeing in this dimension.
  ▪ Consider information about nutrition, hydration, rest, exercise, meditation/reflection/prayer, learning, counseling/coaching/mentoring, community and relationship-building, etc.
  ▪ Indicate how you intend to assess your follow-through with the plan on a daily and weekly basis.

• Introspection (20 points): Indicate what you have learned about yourself and your wellbeing through this assignment:
  o What new information did you learn about yourself and your wellbeing?
  o How has your understanding of wellbeing and health been impacted by this assignment?
  o What surprised you as you thought about and wrote this paper?
  o What caused you anxiety?
  o What excited/encouraged you?
  o If you were to take one question or insight that has resulted from doing this assignment and carry it forward, what would that be and why?

Grading (for Individual Plan for Enhanced Wellbeing)

Depth and Genuineness (40%): The assignment is well thought out with points explored beyond the surface. Seems to be written from the heart as well as from the head, including both thoughts and feelings.

Relevance (30%): The content is relevant to, and includes all points in the rubric.

Quality (20%): The student attends to details and quality of grammar, spelling and structure. The presentation is tidy and easy to read.

Timeliness (10%): The paper is turned in on time, as specified in the rubric.
Service-Learning Presentation
15-20 minute presentation & facilitated discussion
Due April 16; 50 points

Purpose: To share with classmates your group’s service-learning experience, group process, and individual as well as group learnings related to health and wellbeing.

Each service-learning group will deliver a 15 to 20 minute presentation according to the following rubric:

- **Brief description of the Community Partner with which you worked:**
  - Who does your Community Partner serve?
  - What purpose does your Community Partner serve in community?
  - What issues related to health and wellness are they expected to address through their mission, vision, and services.
    - Please provide the language of your Community Partner’s mission and vision, as well as an extensive list of their services.

- **Brief explanation of your relationship with your Community Partner:**
  - How were you greeted & made to feel welcome by your Community Partner initially and during each visit?
  - How did you collaborate with your Community Partner to determine the goals, outcomes, timelines, etc. of your partnership?
  - What kind of work/volunteerism did you do with your Community Partner?
  - Would you partner with this Community Partner again? Why or why not?

- **Reflection on your takeaways from the Service-Learning experience:**
  - What was your experience of the work you did with your Community Partner?
    - Were you successful in doing the work? How do you know?
    - How did you feel about doing the work? What did it evoke from you? Why?
  - What mental models, world views or stereotypes did you confront (individually and as a group) during the service-learning experience?
    - What prompted the confrontation?
    - What, if anything, has changed regarding your mental model, world view or stereotype?
    - What influence will this have for you and your wellbeing in the long run?
  - What was the most valuable take away from your experience?
    - What made this the most valuable takeaway?
    - How will this takeaway make a difference in your intentional pursuit of health and wellness?

- **Design and Delivery**
  - Your presentation needs to be creative and engaging – little would be more boring than a series of four 15 – 20 minute monotonous answers to all of the above questions!
Please consider using:

- Photos from or about your community partner.
- PowerPoint, Prezi, posters or some other creative tool.
- Music that fits the theme of your project.
- A brief (2-3 minute) video interview with someone from your community partnership that speaks to their purpose or to your project.
  - You are also welcome to invite your community partner to join us in class and address some of these points in person.
- Stories that speak to the questions above.
- Engaging questions that invite your audience into the presentation.
- A creative drama/skit or activity that addresses the above questions.

Grading:

**Relevance (up to 15 pts):** You address all sections of the rubric, using the questions to guide your answers. You do not necessarily need to answer each question, but do need to speak with clarity and competence to each section and sub-section.

**Creativity (up to 15 points):** Your presentation is engaging and interesting. You use a variety of tools to deliver your information.

**Team Effort (up to 10 points):** Each member of your team is fully and equally involved in the delivery of your presentation. You play to team-member strengths, while also inviting each other out of your comfort zones.

**Duration (up to 10 points):** Your presentation lasts a minimum of 15 minutes, and no more than 20 minutes. There is a 5 point deduction for each minute below the minimum or above the maximum, up to 10 total points deduction.

**References:**

Merton, T., (1979), Love and Living. New York, NY; Farrar, Straus, Giroux