



**Division of Academic Enhancement**  
**UNIVERSITY OF GEORGIA**

**UNIV 2900: Diverse Community Wellbeing**  
**Spring 2021, CRN # 58030**

**Course Instructor Information**

Instructors: Dr. Megan Brock  
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Office Hours: Tuesdays & Fridays, 12-2 PM

Dr. Wendy Biddle  
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Phone/text: 404-797-1887  
Office Hours: Tuesdays, 1-3PM

**Course Meeting Information**

Meetings: Tuesdays, 2:20-3:10 PM

Classroom and Student Hours Location: Listed on eLC  
Website: eLC

**UNIV Courses are offered by the Division of Academic Enhancement**, a unit of the Office of Instruction at the University of Georgia.

UGA's Division of Academic Enhancement empowers all students to **Learn Differently** through innovative courses, programs, services, and student-centered initiatives. The DAE supports students as they transition into higher education and sustains their progress through the University's unique academic environment.

**Course Description**

One hour seminar dedicated to learning how to meaningfully engage in the wellbeing of our diverse community.

**Course Format**

This class is an online synchronous class. Students will attend class remotely as teaching and learning activities are facilitated via Zoom during the time provided on Athena. This means that students will use the Zoom link and information listed on eLC to join class every Tuesday, between 2:20-3:10 pm. Here is the full description of class formats for Spring 2021: <https://reg.uga.edu/enrollment-and-registration/instructional-formats/>

**Course Materials**

All required course content will be provided free of charge on eLC. You are welcome to print off materials for completing the assignments.

## Learning Objectives

Upon successful completion of this course, students will be able to:

1. Read and discuss current research regarding the intersection of community and well-being, to identify the main ideas and arguments of the well-known research of happiness and well-being
2. Review and reflect upon subjective individual wellbeing relative to subjective community wellbeing
3. Apply understandings of well-being literature to their own goal pursuit, motivational attitudes and behaviors within personal communities
4. Practice behaviors conducive to contributing to high levels of community well-being, based on scientific research

## Assignments and Projects

Students will be evaluated in the following areas:

- **Participation** **20%**
- **Reacting to the Past Paper and Role Reflection** **20%**
- **Community Wellbeing (CWB) Practice Reflections (3)** **30%**
  - First Reflection: “How are you nourished?” reflection
  - Second Reflection
  - Third Reflection
- **CWB Action Plan** **20%**
  - *Synthesize findings from interview, readings, reflections, and discussion to create an action plan*
- **Group Project** **10%**

## Grading/Evaluation

93-100% = A	92.9-90.0% = A-
89.9-87.0% = B+	86.9-83.0% = B
82.9-80.0% = B-	79.9-77.0% = C+
76.9-73.0% = C	72.9-70.0% = C-
69.9-60.0% = D	<59.9% = F

## Course Outline

The schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning. All readings are required unless otherwise noted. Students should read/know required material by the date listed, at which time we will discuss or use the scheduled readings in class.

<b>Week</b>	<b>General Topic</b>	<b>Reading Assignment/Other Assignment</b>
January 19	Course introduction	
January 26	Role of healthy individuals within healthy communities	“How are you nourished?” reflection
February 2	Community Agreements Creation	
February 9	Who lives in our “community”?	
February 16	What is a “What is a “healthy community”?”	
February 23	What is my role in creating a healthy community?	
March 2	Reacting to the Past pedagogy: Explore connections to course material	
March 9	Set Up Session 1	Read and annotate your gamebook Excerpt on eLC; Title IX Legislation
March 16	Set up Session 2	Read and annotate the 1964 Civil Rights Act Second Reading TBA oneLC
March 23	Game Session 2: Board Listening Session	*Check Role Sheet & Check in with Dr. Brock & Dr. Biddle
March 30	Game Session 3: Talk Show	*Check Role Sheet & Check in with Dr. Brock & Dr. Biddle
April 6	Game Session 4	*Check Role Sheet & Check in with Dr. Brock & Dr. Biddle
April 13	Game Session 5/Coda	*Check Role Sheet & Check in with Dr. Brock & Dr. Biddle
April 20	Debrief	Role Reflection
April 27	Community Send-off	

## **Course Information**

All course information including a copy of the syllabus, assignment due dates, and policy information can be found in eLC. Announcements about the class will be posted here as well as changes to the syllabus. You are responsible for checking eLC for announcements daily.

## **Course Policies**

### **Community Agreements**

- Examine our own identity and power
- Listen deeply and actively (define “active listening”?)
- One person speaks at a time, using “I” statements
- ***add other elements, per student input during***

### **Engagement Policy**

Class attendance is mandatory; however, engagement is based on the student. Students will have to reflect on their participation and grade themselves. They will be asked to assess themselves (see appendix) and support their grade with evidence for weekly participation. Dr. Brock and Dr. Biddle will review your submissions and independently determine if they will accept the student’s submission. Please DO NOT schedule any other appointments or activities during your scheduled class sessions.

### **Student Wellness**

To be brief: take care of yourself. While navigating the rigorous (at times treacherous) experience of college, we easily may fall prey to poor habits and choices. We encourage students to maintain a healthy lifestyle. If you (or anyone you know) experiences debilitating academic stress (i.e., stress that paralyzes, induces persistent fear/anxiety), challenging life events, persistent negative emotions/moods, or other factors that hinder mental, physical, or emotional wellbeing, we encourage you to seek resources you need to be successful.

### **Mental Health and Wellness Resources:**

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu/>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App.

### **University Health Center**

- Website: <https://www.uhs.uga.edu/newstudents/newstudents>

- Phone: 706.542.1162
- Email: [contact@uhs.uga.edu](mailto:contact@uhs.uga.edu)
- Suicide Prevention 706.542.2
- Sexual Assault 24 Hour Hotline 706. 542.SAFE200

### **Counseling and Psychiatric Services (CAPS)**

- Website: <https://www.uhs.uga.edu/caps/welcome>
- During office hours, you may call 706-542-2273.
- For an after-hour crisis, you may call 706-542-2200. Ask to speak with a CAPS clinician.

### **Student Care and Outreach**

- Website: <http://sco.uga.edu/>
- Phone: 706-542-7774
- Email: [sco@uga.edu](mailto:sco@uga.edu)

### **Student Veterans Resource Center**

- Website: <http://svrc.uga.edu/>
- Phone: 706-542-7872
- Email: [svrc@uga.edu](mailto:svrc@uga.edu)

### **Other Division Resources**

From peer tutoring through the Academic Resource Center to Academic Coaching to Student Success Workshops and more, the Division is committed to the success of all students at the University of Georgia. For more on these and other resources, visit <https://dae.uga.edu>.

### **Student Exceptionalities Statement**

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with the Disability Resource Center (Voice: 706-542-8719 or TTY: 706-542-8778) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

### **Coronavirus (COVID-19) Pertinent Policies**

#### *Face Coverings:*

Effective July 15, 2020, the University of Georgia—along with all University System of Georgia (USG) institutions—requires all faculty, staff, students and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use is in addition to and is not a substitute for social distancing. Anyone not using a face covering when required will be asked to wear one or must leave the area. Reasonable accommodations may be made for

those who are unable to wear a face covering for documented health reasons. Students seeking an accommodation related to face coverings should contact Disability Services at <https://drc.uga.edu/>.

### *DawgCheck:*

Please perform a quick symptom check each weekday on DawgCheck—on the UGA app or website—whether you feel sick or not. It will help health providers monitor the health situation on campus: <https://dawgcheck.uga.edu/>

### *What do I do if I have symptoms?*

Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>.

### *What do I do if I am notified that I have been exposed?*

Students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 14 days consistent with Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines. Please correspond with your instructor via email, with a cc: to Student Care & Outreach at [sco@uga.edu](mailto:sco@uga.edu), to coordinate continuing your coursework while self-quarantined. If you develop symptoms, you should contact the University Health Center to make an appointment to be tested. You should continue to monitor your symptoms daily on DawgCheck.

### *How do I get a test?*

Students who are demonstrating symptoms of COVID-19 should call the University Health Center. UHC is offering testing by appointment for students; appointments may be booked by calling 706-542-1162.

UGA will also be recruiting asymptomatic students to participate in surveillance tests. Students living in residence halls, Greek housing and off-campus apartment complexes are encouraged to participate.

### *What do I do if I test positive?*

Any student with a positive COVID-19 test is required to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.

### **Inclement Weather**

In the event that the university cancels classes, such as for severe weather, students are expected to continue with readings as originally scheduled. Any assignments scheduled during those missed classes, such as a project or paper, are due at the next class meeting unless other instructions are posted at the course website or communicated via email

### **Academic Honesty Policy**

As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: <https://ovpi.uga.edu/academic-honesty/academic-honesty-policy>. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense. "Academic Honesty" means performing all academic work without plagiarism, cheating, lying, tampering, stealing, receiving unauthorized or illegitimate assistance from another person, or using any source of information that is not common knowledge.

"Academic Dishonesty" means knowingly performing, attempting to perform, or assisting any other person in performing any academic work that does not meet this standard of academic honesty. Assistance by another, when authorized by the Faculty Member, will not be considered academically dishonest, nor will using information that is fairly attributed to the source.

All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work.

### **Federal Family Educational Rights and Privacy Act (FERPA) Notice:**

The Federal Family Educational Rights and Privacy Act (FERPA) grants students certain information privacy rights. See the registrar's explanation at [reg.uga.edu/general-information/ferpa/](http://reg.uga.edu/general-information/ferpa/). FERPA allows disclosure of directory information (name, address, telephone, email, date of birth, place of birth, major, activities, degrees, awards, prior schools), unless requested in a written letter to the registrar.