

Syllabus for HWM 770 Human and Group Behavior

Important Note: This syllabus document contains the basic information of this course. The most current syllabus is available in the full course.

Course Description

In this course, students will explore why people and groups behave as they do. Interpret evidence from well-designed research studies and ethical practices to examine the integration of health and wellness initiatives. Analyze organizational design (micro-, mid-, and macro-level) and human behavior to engage stakeholders and promote a culture of well-being more effectively.

Prerequisite

None

Course Learning Outcomes

At the end of the course, students should be able to:

1. Understand principles of organizational behavior and development.
2. Collect and interpret data relating to organizational behavior and development.
3. Apply organizational behavior and development principles to general workplace situations.
4. Apply organizational behavior and development principles to specific workplace situations involving health and wellness in the organizational context.
5. Communicate principles and applications of organizational behavior and development in written formats.

Course Requirements

Readings/Viewings:

Readings come from the textbooks. Additional resources include articles, the websites of researchers and other reputable institutions and organizations, documentaries and other videos embedded in the course.

Assignments and Activities:

The assessments provide the opportunity to apply the skills and knowledge required for successful completion of the course. Assessments must be well-organized, use a scholarly tone, follow APA style, be consistent with graduate-level writing and communication style, and be turned in on time. Check your grades for feedback on assignments and refer to the course calendar for all due dates.

Participation in Discussions and Debate:

Your instructor strives to foster an inclusive, comfortable environment where students are encouraged to participate whether in the form of class discussions, small group activities, or

simply personal engagement with the material. Students bring with them a rich diversity of experiences and perspectives. Sharing your views and ideas in class is encouraged as it often adds to the richness of the learning environment and in some cases may spark thoughtful discussion or debate. Differences of opinion are to be expected, but students must be respectful of their fellow students (and instructor) regardless of how you may view their opinions.

A discussion rubric will be used to grade the required discussion and debate assignments. This rubric focuses on categories that define and describe the important components of the discussion. Each category contains a gradation of levels of completion or competence with a score assigned to each level and a clear description of what criteria need to be met to attain the score at each level. In addition, please pay attention to grammar and spelling.

Policy on Late Assignments:

Students are expected to submit assignments by the due dates noted in the course. Late work will earn a grade of zero if the circumstances are not acceptable for the instructor for the late extension. In extenuating circumstances, the student must contact the instructor as soon as possible to discuss the situation. In those circumstances, the appropriate course of action will be discussed.

Support for Students with Disabilities:

My highest priority is for our class and course work to facilitate participation and exchange. I am eager to make accommodations to guarantee persons with disabilities access to any of the class content. Please let me know as soon as possible if you have a disability for which accommodations will be needed.

Grading Policy

Assignments (9)	335
Activities (2)	112
Discussions (5) (including debate)	118
Total	565 Points

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59 or less %