

Fall 2023, October 16 - December 8, 2023

Feeling Well: The Science and Practice of Emotional Well-Being

Syllabus information is subject to change.

NOTE: After September 11th, this course cannot be used to achieve full-time status for undergraduate students.

Course Description

Feeling, being, and doing well can be really hard. Both individually and collectively, it can sometimes seem that there are endless barriers that keep us from thriving and feeling our best selves. In this course, we explore the science and practice of emotional well-being, defined as how positive an individual feels generally and about life overall. We will define the components to emotional well-being, which include the emotional quality of everyday moments as well as judgments such as life satisfaction, meaning, and goal pursuit. We will explore the interdependence across individuals, communities, and systems that contribute to emotional well-being, and will share effective strategies to enhance emotional well-being.

Course and Instructor Information

Course Title: Feeling Well: The Science and Practice of Emotional Well-Being

Credits: 1

Format: Asynchronous Online via [HuskyCT](#)

Prerequisites: none

Email: EmotionalWellBeing@uconn.edu

Office Hours/Availability: TBD with Dr. Jessica Koslouski

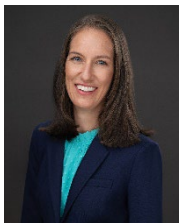
Dates of Course: Monday, October 16 – Friday, December 8, 2023

Course Leads: [Sandra M. Chafouleas](#), [Karen McComb](#), [Beth Russell](#)

Faculty Contributors: [Keith Bellizzi](#), [Melissa Bray](#), [Sandra M. Chafouleas](#), [Ido Davidesco](#), [Todd Gibbs](#), [Latoya Haynes-Thoby](#), [Fumiko Hoefft](#), [Jamie Kleinman](#), [Karen McComb](#), [Candidus Nwakasi](#), [Crystal Park](#), [Beth Russell](#), [Kristina Stevens](#), [Brad Wright](#)

Course Moderator: [Shannon Langdon](#)

Student Engagement Facilitator: [Dr. Jessica Koslouski](#)



[Dr. Jessica Koslouski](#) is the Student Engagement Facilitator. She will host office hours and respond to content-related questions.

Dr. Koslouski earned her Ph.D. in Counseling Psychology and Applied Human Development from Boston University. Dr. Koslouski and her colleagues identified 135 Emotional Well Being (EWB) measures in a [scoping review](#) of instruments used to assess EWB. This was used to create a [free, online repository of EWB measures](#). Dr. Koslouski regularly presents at national conferences and publishes in peer-reviewed journals on the topic of

EWB.



[Shannon Langdon](#) is the Course Moderator. She will be the person you have the most contact with during this course. She will be active in responding to your emails and will also send nudging (but friendly) emails to encourage students toward successful completion of the course.

Shannon is a Ph.D. candidate in Special Education at UConn. She obtained her M.Ed. in Counseling with a focus in rehabilitation counseling from Springfield College. She is also a certified rehabilitation counselor (CRC). Shannon has worked to help individuals with disabilities obtain individualized employment, as well as served as a transition specialist helping individuals transition from school to work. Upon completion of her degree, Shannon plans to work as a professor researching and conducting policy advocacy in the area of IEPs, 504 plans, and transition planning.

Have a question? Email Dr. Koslouski or Shannon Langdon at the course email address.
Email: emotionalwellbeing@uconn.edu

Course Materials

You are not required to purchase any materials for this course. All course readings and media are available within HuskyCT or through links to outside resources.

Course Objectives

By the completion of this course, you should be able to:

1. Define the components of emotional well-being
2. Identify how the brain and body are connected to emotional well-being.
3. Identify the connections across individuals, communities, and systems that contribute to emotional well-being.
4. Recognize effective practices to enhance emotional well-being.

Course Overview and Schedule

Number of Modules: The course is structured into seven learning modules (Modules 1 through 7). There is also an additional required Course Orientation module (Module 0).

Required Module Content: Students must complete all required sections in each module. Each module has a team of contributing faculty members who are content experts for the given module sections.

Supplemental Module Content: Within each module, faculty also provide students with “Engage and Connect” supplemental materials, learning activities, and resources, which are NOT required but offered to deepen learning related to the themes of the module. In the “Engage and Connect” spaces faculty spotlight UConn courses and resources to support and extend students’ learning on emotional well-being topics.

Timing of Modules: Each module is to be completed weekly by the due date (see *Table 1. Course Outline and Schedule* below). Once each module opens, its content remains available for the entire course. Modules will open in HuskyCT on the start dates listed in *Table 1. Course Outline and Schedule* below.

Due Dates: The module quizzes have due dates. Quizzes become available when the module opens and closes at the end date associated with the learning module. See *Table 2. Summary of Course Assessments and Due Dates* later in this syllabus for specific module quiz due dates.

Table 1. Course Outline and Schedule

Module	Dates
Module 0: Course Orientation Contributors: Sandra Chafouleas, Karen, McComb, Beth Russell	Monday, October 16 - Sunday, October 22
Module 1: Defining Emotional Well-Being and Its Contributors and Consequences Across Life Contributors: Keith Bellizzi, Sandra Chafouleas & All Contributors	
Module 2: Emotional Well-Being and Connections to the Brain Contributors: Melissa Bray, Ido Davidesco, Fumiko Hoeft	Monday, October 23 - Sunday, October 29
Module 3: Positive Affect Contributors: Sandra Chafouleas, Beth Russell	Monday, October 30 - Sunday, November 5
Module 4: Meaning and Purpose Contributors: Latoya Haynes-Thoby, Crystal Park, Brad Wright	Monday, November 6 - Sunday, November 12
Module 5: Life Satisfaction Contributors: Candidus Nwakasi, Beth Russell, Kristina Stevens	Monday, November 13 - Sunday, November 19
Thanksgiving Break – Sunday, November 19 – Saturday, November 25	
Module 6: Goal Pursuit that Includes Self and Extending Beyond the Self Contributors: Todd Gibbs, Jamie Kleinman, Karen McComb	Monday, November 27- Sunday, December 3
Module 7: Integration and Course Wrap-Up Contributors: Todd Gibbs, Jamie Kleinman, Karen McComb	Monday, December 4 - *Friday, December 8

*The last week of the Fall 2023 semester is a short week, ending on a Friday.

Course Requirements and Evaluation

What are the course requirements?

For this course, each module has different readings, videos, or other resources for you to learn from. After students have gone through the module sections and engaged with all the required resources, students must take each module quiz. Students will find the module quiz near the end of each learning module. You are expected to review all of the required materials *PRIOR* to taking the module quiz.

By when do I need to complete course requirements?

All due dates are identified in Table 2. *Summary of Course Assessments and Due Dates* below. Deadlines are based on Eastern Standard Time. If a student is in a different time zone, the student needs to adjust their submission times accordingly.

What are Engage and Connect activities?

Please note that within each module there are “Engage and Connect” activities that are optional for students to complete. The purpose of these Engage and Connect activities is for students to “engage” with the additional content and make further “connections” to showcase their learning. These activities vary in format and are intended to allow students to deepen their understanding of the topics introduced in the course.

How will I receive feedback on the Engage and Connect activities?

Due to the large number of students enrolled in this course, moderators will be unable to give individual feedback on all Engage and Connect activities. These activities are optional. That is, they are not required to pass this class.

How will I be graded?

This course is graded Satisfactory/Unsatisfactory (S/U). You need to earn 70% or higher in order to receive a Satisfactory, “S”, grade. *Note: Even if you have taken other pop-up courses, it is imperative that you read this section.*

Each module quiz is worth 100 points. There are eight module quizzes (Module 0 - Module 7) in the course plus a final quiz worth 200 points. So, you can earn up to 1,000 points total from all quizzes. To pass this course and receive a Satisfactory grade, you need to earn 700 or more total points (70%) throughout the course. You are allowed two attempts for each quiz but note that each attempt counts and **your average score on each module quiz will be recorded**. Prepare for the quiz ahead of time. Most students should be able to complete each attempt within 10-15 minutes but each attempt will automatically submit 20 minutes after being opened and each attempt may include different questions. You are not allowed to attempt the quiz once the due date has passed. The final quiz will take most students about 30 minutes to complete and will auto-submit after 60 minutes. Quizzes are expected to be submitted by the due dates listed in Table 2. *Summary of Course Assessments and Evaluation*. Lack of successful completion of quizzes will result in an unsatisfactory grade for the course.

For additional information on undergraduate grading policies see the [office of registrar's grades page](#).

For additional information on graduate grading policies see the [graduate catalog academic regulations page](#).

To keep track of your performance in the course, refer to *My Grades* in HuskyCT. Please note that *Engage and Connect* activities are not graded, however, we encourage you to complete them as they are intended to deepen your learning.

How do I drop this course? If you should decide to add or drop a course, there are official procedures to follow: You must officially drop a course to avoid receiving an "U" on your permanent transcript. Simply discontinuing a course or informing the instructor you want to drop does not constitute an official drop. For more information, refer to the:

- [Undergraduate Catalog](#)
- [Graduate Catalog](#)

Without a W: Students can drop through October 23 [using a form](#) to avoid receiving a "W" on the academic record. Please note that if students are full-time based on this one credit course, they should consult with their advisor and Financial Aid to determine the best course of action regarding the withdrawal.

With a W: Requests made after October 23 must be made via the official withdrawal channels ([Student Enrollment Request Form](#)) and students must have advisor approval; all must be completed by November 13.

Table 2. Summary of Course Assessments and Due Dates

Module	Course Assessments	Points	Due Date (11:59PM EST)
Module 0	Module 0 Syllabus Quiz	100	Sunday, October 22**
Module 1	Module 1 Quiz	100	
Module 2	Module 2 Quiz	100	Sunday, October 29**
Module 3	Module 3 Quiz	100	Sunday, November 5
Module 4	Module 4 Quiz	100	Sunday, November 12
Module 5	Module 5 Quiz	100	Sunday, November 19
Module 6	Module 6 Quiz	100	Sunday, December 3
Module 7	Module 7 Quiz	100	Friday, December 8

Final Quiz/Assessment	Final Quiz	200	Friday, December 8
Total: 1,000 points			

Feedback and Grades: Your module quiz submissions will be graded automatically inside HuskyCT. To keep track of your performance in the course, refer to *My Grades* in HuskyCT.

Due Dates and Late Policy: All quiz due dates are identified in *Table 2. Summary of Course Assessments and Evaluation* above. Quizzes are due by the end of the day, 11:59PM, listed on the table above. Deadlines are based on Eastern Standard Time (EST). *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

****Grace Period:** There is a “grace period” in place for the Module 0 - Module 1 Quiz. These module quizzes will remain open until **Sunday, October 29th** in anticipation of students adding to the class during the add/drop period. The Module 2 quiz is also due on **Sunday, October 29th**. All other quizzes will officially close on the due dates listed in the table above, weekly. Once available, learning module content will stay open and available for the entire semester. It is only the Module Quizzes that will close as indicated in the table above.

Quizzes are expected to be submitted by the listed due dates in *Table 2. Summary of Course Assessments and Evaluation*. Extensions will not be granted. Failure to complete quizzes will result in an unsatisfactory grade for the course.

If you are facing challenges that impact your ability to participate fully in the class, please reach out to the course moderators as soon as possible. After the fact exceptions will generally be denied.

Weekly Time Commitment: This is a 1 credit course compressed into 7 weeks. As such, you should expect to dedicate a total of **5 - 6 hours a week** to this course. This expectation is based on the various course activities and module quizzes and the [University of Connecticut's policy regarding credit hours](#). NOTE: The last week of the course may require you to dedicate more than 6 hours, so please plan accordingly. (More information related to hours per week per credit can be accessed at the [Online Student website](#).) *Note that as this one-credit course is compressed into 7 weeks, it demands twice the time that you might normally expect from a one-credit course but is the same workload overall.*

Evaluation of Course Experience: Students will be given an opportunity to provide feedback on their course experience and instruction using the University's standard procedures, which are administered by the [Office of Institutional Research and Effectiveness \(OIRE\)](#). The University of Connecticut is dedicated to supporting and enhancing teaching effectiveness and student learning using a variety of methods. The Student Evaluation of Teaching (SET) is just one tool used to help faculty enhance their teaching. The SET is used for both formative (self-improvement) and summative (evaluation) purposes. There will also be an informal survey administered inside HuskyCT to get feedback from students to improve the course.

How to Succeed in this Course

All students can succeed in this course and we are here to help you along the way. Please do not hesitate to ask questions or attend office hours if we can be of any assistance to you as you take this course. All questions are important. Success in this course program depends heavily on your personal health and well-being. Recognize that stress is an expected part of the college experience, and it often can be compounded by unexpected setbacks or life changes outside the classroom. Below, we list some tips for success:

Communicate Early: Email course moderators at EmotionalWellBeing@uconn.edu with questions, concerns, and ideas. Please allow for 2 full business days for a response.

Attend Office Hours: By appointment via EmotionalWellBeing@uconn.edu email with Jessica Koslouski

Resources for Students Experiencing Distress: UConn is committed to supporting students in their mental health, their psychological and social well-being, and their connection to their academic experience and overall wellness.

Sometimes students experience extenuating circumstances during their studies. If you are feeling distressed, please reach out to the [Student Health and Wellness](#) - Mental Health (SHaW-MH) office. Also note, that if life circumstances are affecting your ability to focus on courses, students may email the Dean of Students at dos@uconn.edu to request support.

Connect with Peers: Interested in learning with others? You can also form a study group with other students in the class using a study group application in [Nexus](#).

Expectations: This course is designed to introduce you to concepts centered around emotional well-being and to provide you with resources and information for further pursuit at the University and beyond. The course material is not intended to be difficult but it is expected that you will do the required work within each module and, hopefully, take even a little more in the Engage & Connect areas. Remember, this is a one-credit course compressed into half of the semester.

You are required and expected to complete all required module activities prior to taking each module quiz. The quizzes are timed and, while they are open "book", you may not have enough time to complete the quizzes if you do not prepare ahead of time.

You have the option to take a second quiz attempt for each quiz, but the **quiz attempt scores are averaged**, so every attempt will count toward your quiz score.

You are to work independently while taking quizzes. During a quiz, collaboration with others, the use of peer-to-peer chat, or referencing external test question compilation websites, is academic misconduct. This list is not exhaustive, but any resource or method used to misrepresent your mastery of the material is included as misconduct. You *are* permitted to access the course materials while taking a quiz after you have done the required work.

One example: A student does not watch the required videos and does not read the required readings in a module. They open HuskyCT and proceed to take a quiz, searching for answers within the course material in order to pass the quiz. This falls under the definition of academic misconduct as the student is misrepresenting mastery of the material.

University Resources

[Academic Achievement Center \(AAC\)](#): Provides holistic academic support to students in order to help them achieve the grades they want. To do this, we specialize in four different areas: Drop In Coaching; Supplemental Instruction; Presentations; and Workshops. See the [AAC Online Course Support website](#) for more information.

[Student Health and Wellness-Mental Health](#): Supports students in their mental health, their psychological and social well-being, and their connection to their academic experience and overall wellness. Mental health services are included as part of the university's student health insurance plan and also partially funded through university fees. If you do not have UConn's student health insurance plan, most major insurance plans are also accepted. Student Health and Wellness-Mental Health is located in Storrs, Arjona Building, 4th Floor, or contact the office at (860) 486-4705 for questions.

Virtual Classroom Guidelines

We encourage students to engage with the material as fully as they are able. To that end, please strive to critically reflect on the material, to embrace the emotions that come up as one makes contact with the materials, recognizing that such emotions are a part of gaining relational knowledge and an opportunity to examine one's own individual values, identity, and power to engage in pathways to address the topic of emotional well-being. However, self-care is important also, so be mindful when anxiety regarding course content might require you to step back and take a break. We strive for an open and constructive environment for learning. Students have a shared responsibility with instructors to create a civil and just environment. To that end, be kind to each other, and treat each other with respect.

The web-based video delivery of each class in this course is for sole use of the students enrolled in this course. Any other use of these class videos or any pictures or derivatives of the class videos without the written consent of the course's professor is prohibited.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important [standards, policies and resources](#), which include:

- The Student Code
 - Academic Integrity
 - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Credit Hours and Workload
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>.

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from [Blackboard's website](#))

Software/Technical Requirements (with Accessibility and Privacy Information)

The software/technical requirements for this course include:

- [Equipment Recommendations](#)
- HuskyCT/Blackboard ([HuskyCT/ Blackboard Accessibility Statement](#), [HuskyCT/ Blackboard Privacy Policy](#))
- [Adobe Acrobat Reader](#) ([Adobe Reader Accessibility Statement](#), [Adobe Reader Privacy Policy](#))
- Google Apps ([Google Apps Accessibility](#), [Google for Education Privacy Policy](#))
- Microsoft Office (free to UConn students through [UConn OnTheHub](#)) ([Microsoft Accessibility Statement](#), [Microsoft Privacy Statement](#))
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).

For information on managing your privacy at the University of Connecticut, visit the [University's Privacy page](#).

NOTE: This course has NOT been specifically designed for use with mobile devices.

Help

[Technical and Academic Help](#) provides a guide to technical and academic assistance.

This course uses the learning management platform, [HuskyCT](#). If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through the [Help Center](#). You also have [24x7 Course Support](#) including access to live chat, phone, and support documents.

Student Technology Training

Student technology training is now available in a new [HuskyCT short course](#) created by students for students. It will prepare you to use the IT systems and services that you will use throughout your time at UConn, whether learning online or on-campus.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access document files, including PDF files.
- Access and submit quizzes.
- Watch Kaltura videos.