

**WILMINGTON UNIVERSITY  
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES  
BASIC COURSE INFORMATION**

**COURSE TITLE:** Wellness in the Workplace

**COURSE NUMBER:** PSY 322

**I. RATIONALE:**

Wellness-oriented workplaces understand that profit, production and growth is determined by the health of their employees. What people do and the culture in which they work are two socio-ecological component that impact worker well-being as well as job satisfaction. Students will learn techniques and skills for assessing and managing workplace stress, including systematic strategies for creating organizational change.

**II. MAJOR INSTRUCTIONAL GOALS:**

**GOAL A:**

Understand the health promotion models and theories for application of wellness program implementation

**Learning Outcomes:** The student will:

- A-1 Compare and contrast Risk Reduction vs. Healthy Pleasures models
- A-2 Describe PRECEDE-PROCEED model and apply to workplace setting.
- A-3 Describe Transtheoretical model and discuss the application for worksite program planning.
- A-4 Review the array of options the organization has to ameliorate the negative effects of stress including primary, secondary and tertiary approaches.

**GOAL B:**

Review the array of options the organization has to ameliorate the negative effects of stress including primary, secondary and tertiary approaches.

**Learning Outcomes:** The student will:

- B-1 Identify the qualities of a healthy organization, and describe the individual versus organizational symptoms and disease outcomes.
- B-2 Explain the culture-Work-Health model for assessing workplace stress.
- B-3 Justify and support implementation of worksite health promotion programs.
- B-4 Describe ways to get management support for wellness.
- B-5 Identify and describe eight coping strategies and eleven relaxation techniques used to reduce individual stress levels.

IDEA Objectives: E= 1, 2  
I= 3, 8

- B-6 Examine the affects of stress on the individual from a biopsychosocial perspective.

**GOAL C:**

Utilize the structured Team problem solving process and demonstrate understanding of role sharing, dialogue versus discussion, consensus, debriefing, and differences of cognitive styles.

**Learning Outcomes:** The student will:

- C-1 Identify and describe the five procedures and sixteen techniques used to reach consensus for effective problem solving.
- C-2 Perform the roles of facilitator, checker, recorder, and team member.
- C-3 Utilize structure team problem solving process for solution generation and proposed action plan of case study project.