

# **APPH 1060 Syllabus**

**APPH 1060- Flourishing: Strategies for Well-Being and Resilience, SF, 2 credits**

Summer 2026

## **Instructor Information**

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## **General Course Information**

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### **Description**

Everyone experiences some level of stress and adversity in their daily lives. The pressure to perform academically, complete the necessary tasks in a given day, deal with relationship issues, and/or manage financial challenges can be daunting. Learning to effectively manage life stressors is a lifelong skill. The purpose of this course is to help students improve their health and well-being and flourish in their environment by using the conceptual pillars to develop skills related to coping, resiliency, optimism, gratitude, mindfulness, and emotional intelligence. Students will be challenged to evaluate their current overall health/well-being status and identify strategies for improvement in personal and professional growth to achieve a positive, meaningful and fulfilling life.

### **Course Learning Outcomes**

Upon successful completion of this course students should be able to:

1. Explain the value of managing stress in achieving optimal health/well-being.
2. Identify one's personal coping style and strengths for transforming stress into a positive factor.
3. Explain key strategies to flourish in a challenging environment through optimistic and resilient thinking.
4. Describe how to use the concept of “failure” to learn and grow.
5. Identify how to use emotional intelligence to prevent stress and fatigue and improve one’s health/well-being.

## Required Course Materials

This course will primarily provide course materials via Open Educational Resources (OER).

## Grading Policy:

Class assignments and activity due dates will be announced in class and via Canvas. Late assignments and activities will incur an automatic 20% penalty and must be turned in no later than 2 days after the due date. After 2 days, the score becomes 0.

Grades will be calculated on the following scale:

A: 89.5 – 100

B: 79.5 – 89.4

C: 69.5 – 79.4

D: 59.5 – 69.5

F: 0 – 59.4

## Assignments

- Assignments, 25%
- Personal Journals, 30%
- Class Participation, 15%
- Team Project, 20%
- Resilience and Well-Being Plan, 10%

## Description of Graded Components

Students will engage in a range of applied, reflective, and collaborative assignments designed to support personal well-being and connect course concepts to real-world practice. Assignments (25%) provide opportunities to apply key concepts and build foundational knowledge. Personal journals (30%) emphasize ongoing reflection, self-awareness, and the integration of wellness strategies into daily life. Class participation (15%) supports active class engagement through discussions, activities, and individual reflection. The team project (20%) offers a collaborative, community-based experience where students connect course content to real-world wellness initiatives. The Resilience and Well-Being Plan (10%) serves as a culminating assignment in which students develop a personalized, actionable plan to support their long-term well-being.

## Course Policies

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### Attendance and/or Participation

In-Class participation is part of your final grade. You are expected to be in class, take notes, participate, and submit the deliverable for the day. You can miss 3 in-class activities without penalty. See the institute's attendance policy <http://www.catalog.gatech.edu/rules/4/>.

## **Academic Integrity**

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review [Georgia Tech's Honor Code](#) and the student [Code of Conduct](#).

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

## **Use of Generative Artificial Intelligence (AI) Tools:**

You may use generative AI programs, e.g. ChatGPT, to help generate ideas and brainstorm. You should be aware that the material generated by these programs may be inaccurate, incomplete, biased or otherwise problematic. Also, using these tools may stifle your own independent thinking and creativity. Generative AI derives its output from previously created texts from other sources that the models were trained on yet doesn't cite sources. Per Georgia Tech's Honor Code, you may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor).

When/if you use AI platforms in your assignments, please write a note to clarify where in your process you used AI, include the prompt used to generate the material, and which platform(s) you used. In your assignments, we expect you to clearly attribute what text was generated by the AI tool (e.g., AI-generated text appears in a different colored font, quoted directly in the text, or use an in-text parenthetical citation). See this article for how to cite AI properly: How to cite ChatGPT <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

## **Accommodations for Students with Disabilities**

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

## **Student-Faculty Expectations Agreement**

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. [The Student-Faculty Expectations](#) articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

## Student Well-Being

At Georgia Tech, we are committed to creating an environment that supports the well-being of all our students. Your health and well-being are fundamental to your success, both academically and personally. We understand that the pressures of college life can be challenging, and we encourage you to prioritize your wellness throughout the semester.

Listed below are resources to help support your wellness. Our faculty and staff are here to support and guide you to additional services, as needed.

- **STUDENT ENGAGEMENT AND WELL-BEING:** Student Engagement & Well-being is an educational organization that develops diverse student leaders who advance technology and improve the human condition, by enhancing engagement, promoting holistic wellness, and cultivating inclusive communities. A [comprehensive list](#) of wellness related resources has been compiled and maintained by the Office of the Vice President for Student Engagement and Well-being ([student-resource-guide \(gatech.edu\)](#))
- **CENTER FOR MENTAL HEALTH CARE & RESOURCES:** The Center for Mental Health Care & Resources educates students for life by providing a variety of services and programs that are consistent and consonant with the strategic plan goals of the Institution and the Division of Student Engagement & Well-Being. Services include testing and assessment, referral to support services, short-term individual counseling, group counseling, couples counseling, crisis intervention, as well as mental health workshops, and consultation for faculty and staff, family, and friends of Tech students.
- **STAR:** Students' Temporary Assistance and Resources (STAR) is an organization that provides stability for students to pursue a fulfilling college experience. It does this by facilitating collaboration between organizations offering student support and increasing campus awareness of these programs. The five points of the star are food, finances, clothing, housing, and connections.

## Sensitive Topics in Class

Some topics discussed in the class may be of sensitive nature and/or a trigger for you, based on past and/or current experiences (e.g. nutrition, mental health, etc.). If you have a concern about the nature of a subject or an assignment, please contact the professor asap. We can discuss any concerns you have and make alternative arrangements for content/assignments, as needed.

## Use of Mobile Devices, Laptops, etc. During Class

As research on learning shows, unexpected noises and movement automatically divert and capture people's attention, which means you are affecting everyone's learning experience if your cell phone, laptop, etc. makes noise or is visually distracting during class. Please limit use of devices during class. It is permissible for you to take notes on your laptop/tablet, but you must turn the sound off so that you do not disrupt another student's learning.

## **Hazardous Weather Procedures**

Per the [Campus Procedures for Hazardous Weather](#), when on-campus activities are suspended, digital learning days may be implemented to provide a way for instruction to continue. In the event of an impact to class/activity sessions, instructors will post an announcement on Canvas with instructions. Here is the institute policy for [Digital Learning Days for Modified Campus Operations](#).