

## Sch Interdisciplinary Studies

### Personal Wellness

2018-19 Academic Year

Program	Year	Semester
IS-General Education elective to be delivered across all programs	N/A	N/A

<b>Course Code:</b> GNED 1139	<b>Course Equiv. Code(s):</b> N/A
<b>Course Hours:</b> 42	<b>Course GPA Weighting:</b> 3
<b>Prerequisite:</b> N/A	
<b>Corequisite:</b> N/A	
<b>Laptop Course:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
<b>Delivery Mode(s):</b> In class <input checked="" type="checkbox"/> Online <input type="checkbox"/> Hybrid <input type="checkbox"/> Correspondence <input type="checkbox"/>	
<b>Authorized by (Dean or Director):</b> Stephanie Ball	<b>Date:</b> July 2018

Prepared by		
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## Course Description:

Stress can play a huge factor in our professional lives. Learning how to deal with it is vital to our long-term health. While stress alone doesn't cause disease, it triggers molecular changes throughout the body that make us more susceptible to many illnesses. In this course, students will gain an understanding of the importance of how to deal with both positive and negative stress in their lives. By using wellness perspectives, each student will gain more insight into how he or she can control both internal and external stressors. In addition each student will be exposed to the latest information concerning diet and nutrition.

## Subject Eligibility for Prior Learning Assessment & Recognition (PLAR):

Prior Learning Assessment and Recognition (PLAR) is a process a student can use to gain college credit(s) for learning and skills acquired through previous life and work experiences. Candidates who successfully meet the course learning outcomes of a specific course may be granted credit based on the successful assessment of their prior learning. The type of assessment method (s) used will be determined by subject matter experts. Grades received for the PLAR challenge will be included in the calculation of a student's grade point average.

The PLAR application process is outlined in <http://www.durhamcollege.ca/plar>. Full-time and part-time students must adhere to all deadline dates. Please email: [PLAR@durhamcollege.ca](mailto:PLAR@durhamcollege.ca) for details.

### PLAR Eligibility

Yes  No

### PLAR Assessment (if eligible):

- Assignment
- Exam
- Portfolio
- Other

## Course Learning Outcomes

Course Learning Outcomes contribute to the achievement of Program Learning Outcomes for courses that lead to a credential (e.g. diploma). A complete list of Vocational/Program Learning Outcomes and Essential Employability Skill Outcomes are located in each Program Guide.

### Course Specific Learning Outcomes (CLO)

Student receiving a credit for this course will have reliably demonstrated their ability to:

- CLO1 Describe the six dimensions of wellness and identify how they impact individual lives and health.
- CLO2 Define stress and how people react to it. Identify how it effects our health and wellness.
- CLO3 Identify and describe the components of physical fitness.
- CLO4 Describe the guidelines that have been developed to help people choose a healthy diet, avoid nutritional deficiencies, and reduce their risk of diet-related chronic disease.
- CLO5 Plan and organize projects that demonstrates lifestyle changes that improves a student's ability to deal with stress in his/hers own life.

### Essential Employability Skill Outcomes (ESSO)

This course will contribute to the achievement of the following Essential Employability Skills:

- EES 1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
- EES 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- EES 3. Execute mathematical operations accurately.
- EES 4. Apply a systematic approach to solve problems.
- EES 5. Use a variety of thinking skills to anticipate and solve problems.
- EES 6. Locate, select, organize, and document information using appropriate technology and information systems.
- EES 7. Analyze, evaluate, and apply relevant information from a variety of sources.
- EES 8. Show respect for the diverse opinions, values, belief systems, and contribution of others.
- EES 9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
- EES 10. Manage the use of time and other resources to complete projects.
- EES 11. Take responsibility for one's own actions, decisions, and consequences.

## Evaluation Criteria:

The Course Learning Outcomes and Essential Employability Skills Outcomes are evaluated by the following evaluation criterion.

Evaluation Description	Course Learning Outcomes	EESOs	Weighting
Vision Board	CLO1, CLO2, CLO3, CLO4, CLO5	EES1, EES2, EES10, EES11	10
Test One	CLO1, CLO2, CLO3, CLO4, CLO5	EES1, EES2, EES10, EES11	20
Test Two	CLO1, CLO2, CLO3, CLO4, CLO5	EES1, EES2, EES10, EES11	20
Wellness Project 1	CLO1, CLO2, CLO5	EES1, EES2, EES10, EES11	20
Wellness Project 2	CLO1, CLO2, CLO3, CLO4, CLO5	EES1, EES2, EES10, EES11	20
In-process (14 weeks included in 10%)	CLO1, CLO2, CLO3, CLO4, CLO5	EES1, EES2, EES10, EES11	10
<b>Total</b>			<b>100%</b>

### Notes:

1. In-process evaluation is 10% of total mark. In-process activities and exercises will only be given once. They cannot be made up or supplemented. Any missed in class assignments will be assigned a mark of "0".

## Required Text(s) and Supplies:

1. Core Concepts in Health- Insel, Roth, Irwin & Burke - McGraw-Hill Ryerson - ISBN# 978-0070969308

## Recommended Resources (purchase is optional):

N/A

# Policies and Expectations for the Learning Environment:

## General Policies and Expectations:

<p><b>General College policies related to</b></p> <ul style="list-style-type: none"><li>+ Acceptable Use of Information Technology</li><li>+ Academic Policies</li><li>+ Academic Honesty</li><li>+ Student Code of Conduct</li><li>+ Students' Rights and Responsibilities can be found on-line at <a href="http://www.durhamcollege.ca/academicpolicies">http://www.durhamcollege.ca/academicpolicies</a></li></ul>	<p><b>General policies related to</b></p> <ul style="list-style-type: none"><li>+ attendance</li><li>+ absence related to tests or assignment due dates</li><li>+ excused absences</li><li>+ writing tests and assignments</li><li>+ classroom management can be found in the Program Guide (full time programs only) in MyCampus <a href="http://www.durhamcollege.ca/mycampus/">http://www.durhamcollege.ca/mycampus/</a></li></ul>
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## **Course Specific Policies and Expectations:**

**PLAGIARISM:** Refer to your program guide, your Durham College student handbook, the policies & procedures on the college website and your Student Rights and Responsibilities for definitions and penalties.

**ATTENDANCE:** Attendance must be regular. It is critical to successful completion of the course. Information is supplied during class hours via lectures and hands-on practical application of new procedures. It is impossible to makeup the experience of a class critiquing session or environment.

**ABSENCES:** Students arriving after the start of class (10 minutes after the hour), or leaving before the end of class (on the hour) will be considered absent. Any student absent for more than 3 classes will receive an Academic Alert from their faculty. Students missing more than 4 classes are unlikely to achieve the learning outcomes in this course.

**MISSED CLASS:** If a student misses class time, that student is responsible for catching up on missed work, not the instructor. Waiting until the next class to discover what was missed (such as in-class assignments) is not wise.

**RESPECT:** Students must conduct themselves with consideration for their classmates, inside and outside scheduled class hours. All students are entitled to enjoy a quiet working environment free of careless distractions and disturbances.

**DISRUPTIONS:** Any disruptive behaviour in the classroom may result in that student being asked to leave. Students causing disturbances or creating noise, including talking and ambient noise from headphones, will be cited and face disciplinary actions, according to the Policies And Procedures outlined in the Student Handbook.

**FOOD and BEVERAGES IN LABS:** Absolutely no food or beverages will be allowed in the labs, at any time.

**DEADLINES:** As in the workplace, failure to meet deadlines results in loss of credibility and grades. Assignments not submitted by deadline will receive a grade of zero. Reconsideration will be given at the discretion of the Faculty if proper notification and documentation is given.

**EXTRA ASSIGNMENTS:** Students will not be allowed to do 'extra' assignments to 'bring up their mark' at the end of term - students must complete and hand in term work as it is assigned.

**PAPER SUBMISSIONS:** All paper/hardcopy submissions should clearly state the student's name on the front, or the assignment will not be graded. Multi-page submissions must be stapled or in folders (details may be specified per assignment).

**CONTENT:** Material produced in or for class must be in good taste and mature in nature.

**ORIGINAL WORK:** All material produced in or for class, whether text, image, or digital, must be original, or correctly cited. Plagiarism is a form of stealing. It includes, but is not limited to, failure to indicate the ideas, data, graphic elements, or language of another, without specific and proper acknowledgment. Students who plagiarize, or cheat in any way, will be cited and face disciplinary actions, according to Durham College's Academic Integrity Policy (ACAD - 101).

Please make note that plagiarism includes taking the work of another student (or work downloaded from the internet) and submitting it as your own, even if you 'tweak' it. Giving your work to another student to submit, even if the other student 'tweaks' it is also plagiarism. If you are unclear on what constitutes 'reference material', please discuss it with your faculty.

**BACKING UP COURSE WORK:** Students are responsible for ensuring their work is being backed up on a regular basis.

**ACADEMIC ASSISTANCE:** Students are encouraged to discuss academic concerns with the faculty. Additional help from the faculty is available (by appointment) outside of class time for individuals or groups on an as-needed basis. Academic issues that can affect a student's success (i.e. course selection, success strategies) may also be discussed with the Academic Advisor in the School of Interdisciplinary Studies (Room SW216).

## General Course Outline Notes:

1. Students should use the course outline as a learning tool to guide their achievement of the learning outcomes for this course. Specific questions should be directed to their individual professor.
2. The college considers the electronic communication methods (i.e. DC Mail or DC Connect) as the primary channel of communication. Students should check the sources regularly for current course information.
3. Professors are responsible for following this outline and facilitating the learning as detailed in this outline.
4. Course outlines should be retained for future needs (i.e. university credits, transfer of credits etc.)
5. A full description of the Academic Appeals Process can be found at <http://durhamcollege.ca/gradeappeal>.
6. Faculty are committed to ensuring accessible learning for all students. Students who would like assistance with academic access and accommodations in accordance with the Ontario Human Rights Code should register with the Access and Support Centre (ASC). ASC is located in room SW116, Oshawa Campus and in room 180 at the Whitby Campus. Contact ASC at 905-721-3123 for more information.
7. Durham College is committed to the fundamental values of preserving academic integrity. Durham College and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments could be subject to submission either by themselves or by the faculty member for a review of textual similarity to Turnitin.com. Further information about Turnitin can be found on the Turnitin.com Web site.

# Learning Plan

The Learning Plan is a planning guideline. Actual delivery of content may vary with circumstances.

Students will be notified in writing of changes that involve the addition or deletion of learning outcomes or evaluations, prior to changes being implemented, as specified in the Course Outline Policy and Procedure at Durham College.

Wk.	Hours:	3	Delivery:	In Class
1	<b>Course Learning Outcomes</b>			
	CLO1			
	<b>Essential Employability Skills</b>			
	EES1, EES2, EES10, EES11			
	<b>Intended Learning Objectives</b>			
	Introduction to course - materials - expectations - assignments  Taking Charge of your Health - what are the dimensions of wellness - six dimensions, define - are you balanced, assessment			
	<b>Intended Learning Activities</b>			
	Lecture  Group discussions			
	<b>Resources and References</b>			
	Chapter 1			
	<b>Evaluation</b>			
	In-process - (all in-process marks total up to 10% for the entire course)			

Wk.	Hours: 3	Delivery: In Class
2	<b>Course Learning Outcomes</b> CLO1	
	<b>Essential Employability Skills</b> EES1, EES2, EES10, EES11	
	<b>Intended Learning Objectives</b> Understand factors that influence the development of healthy behaviours Discuss principles and goals of prevention and differentiate health prevention from protection Health of College Students Understand the decision-making process for lifestyle change Identify the models used to make beneficial changes Understand the Trans-theoretical Model of Change (Stages of Change) and use this model as the framework for the Individual Lifestyle Project Hand out Vision Board Assignment - Due Week 3	
	<b>Intended Learning Activities</b> Lecture Group discussions	
	<b>Resources and References</b> Chapter 1	
	<b>Evaluation</b> In-process	

<b>Wk.</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
3	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO5			
	<b>Essential Employability Skills</b> EES1, EES2, EES10, EES11			
	<b>Intended Learning Objectives</b> Personal Stress Management What is stress? Is it hazardous to your health? Discuss General Adaptation Syndrome theory Discuss and identify various models of stress theory Understand physical changes associated with stress Understand psychological effects of stress and post-traumatic stress disorder Describe personal causes of stress and those experienced by students Discuss major social issues which cause stress Understand positive techniques and tips to help manage stress Identify positive stress relieving techniques for individual use Discuss procrastination and identify useful ways for students to manage time Vision Board Assignment Due - 10%			
	<b>Intended Learning Activities</b> Lecture Group discussions Practice stress relieving techniques			
	<b>Resources and References</b> Chapter 3 Health Canada			
	<b>Evaluation</b> In-process		<b>Weighting</b> 10%	

Wk.	Hours: 3	Delivery: In Class
4	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO4, CLO5	
	<b>Essential Employability Skills</b> EES1, EES2, EES10, EES11	
	<b>Intended Learning Objectives</b> Test One Review - drug use, misuse and abuse - describe and differentiate drug use, misuse, abuse and polyabuse - describe factors affecting individual responses to drugs - describe and differentiate drug dependence and addiction - describe and differentiate over-the-counter, prescription and illegal drugs - describe routes of administration of common drugs of abuse - describe and understand the complications plus physical and psychological effects of common drugs of abuse - understand caffeine use and its effects on college students; review risks of energy beverages - discuss individual drug abuse treatments and regional strategies for treating and preventing drug abuse	
	<b>Intended Learning Activities</b> .	
	<b>Resources and References</b> Chapter 14	
	<b>Evaluation</b> Lecture Group Discussions	

<b>Wk.</b>	<b>Hours:</b> 3	<b>Delivery:</b> In Class
5	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO5	
	<b>Essential Employability Skills</b> EES1, EES2, EES10, EES11	
	<b>Intended Learning Objectives</b> TEST ONE  Defining psychological health What is Maslow's Hierarchy of Needs? How does it relate to your life? Meeting the challenges of daily life	
	<b>Intended Learning Activities</b>  Lecture  Group discussion	
	<b>Resources and References</b>  Chapter 2	
	<b>Evaluation</b> In-process	<b>Weighting</b> 20%
<b>Wk.</b>	<b>Hours:</b> 3	<b>Delivery:</b> In Class
6	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO5	
	<b>Essential Employability Skills</b> EES1, EES2, EES10, EES11	
	<b>Intended Learning Objectives</b>  Psychological Health Continued  Psychological Disorders - what are they, who is affected, how to deal with them - where to get help  Wellness Project 1 - Due - 20%	
	<b>Intended Learning Activities</b>  Lecture  Group discussion	
	<b>Resources and References</b>  Chapter 2	
	<b>Evaluation</b> In-process	<b>Weighting</b> 20%

Wk.	Hours: 3	Delivery: In Class
7	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO4, CLO5	
	<b>Essential Employability Skills</b> EES1, EES2, EES10, EES11	
	<b>Intended Learning Objectives</b> Alcohol and Tobacco Use, Misuse and Abuse  <ul style="list-style-type: none"> <li>- describe the effects of alcohol on the body, behaviour and thought</li> <li>- define alcohol abuse, intoxication, dependence and alcoholism; list their symptoms and causes</li> <li>- list individual and societal negative consequences from alcohol abuse</li> <li>- define low-risk drinking and binge drinking; indicate amounts for men and women associated with each</li> <li>- understand rates of use and implications for college students</li> <li>- list health effects of smoking tobacco and using smokeless tobacco</li> <li>- list the harmful compounds in tobacco smoke</li> <li>- list health effects of environmental tobacco smoke</li> <li>- understand the illegal tobacco trade in Canada and its implications</li> </ul>	
	<b>Intended Learning Activities</b> Guided discussion	
	<b>Resources and References</b> Chapters 15 & 16	
	<b>Evaluation</b> In-process	

Wk.	Hours: 3	Delivery: In Class
8	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO4, CLO5	
	<b>Essential Employability Skills</b> EES1, EES2, EES10, EES11	
	<b>Intended Learning Objectives</b> Physical Activity for Fitness and Health  - define physical activity, sport and active living - describe the components and benefits of physical fitness; cardio respiratory, muscular (strength and endurance) and flexibility - describe the physiological and lifestyle health benefits of regular physical activity - describe key health issues related to inactivity: diabetes and osteoporosis	
	<b>Intended Learning Activities</b>  Lecture  Group discussions  Individual work session	
	<b>Resources and References</b>  Chapter 6	
	<b>Evaluation</b> In-process	

Wk.	Hours: 3	Delivery: In Class
9	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO4, CLO5	
	<b>Essential Employability Skills</b> EES1, EES2, EES10, EES11	
	<b>Intended Learning Objectives</b> Physical Activity for Fitness and Health - describe key Canadian organizations involved in fitness, health and physical activity strategies and programs - list the Three Principles of Exercise - identify individual resting heart rate and calculate target heart rate - design cardio, strength, endurance and flexibility workouts - list safety requirements for participating in physical activities	
	<b>Intended Learning Activities</b> Lecture Group discussions	
	<b>Resources and References</b> Chapter 6	
	<b>Evaluation</b> In-process	

<b>Wk.</b>	<b>Hours:</b> 3	<b>Delivery:</b> In Class
10	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO4, CLO5	
	<b>Essential Employability Skills</b> EES1, EES2, EES10, EES11	
	<b>Intended Learning Objectives</b> Personal Nutrition - list the macro and micro nutrients necessary for a healthy body - describe the sources and functions of macro and micro nutrients - explain the 2007 Canada's Food Guide: food groups and their recommendations, plus healthy eating additional recommendations - discuss purpose and use of First Nations CFG - identify individual daily food needs based on CFG recommendations	
	<b>Intended Learning Activities</b>  Lecture  Group discussion  Individual activity: create 'My Food Guide Energy and Nutrient Needs' (Food Guide Servings, calories, protein, fat and carbohydrate plus BMI)	
	<b>Resources and References</b>  Chapter 5  Health Canada Estimate Energy Requirements and Macro Nutrient Calculations	
	<b>Evaluation</b> In-process	

Wk.	Hours: 3	Delivery: In Class
11	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO4, CLO5	
	<b>Essential Employability Skills</b> EES1, EES2, EES10, EES11	
	<b>Intended Learning Objectives</b> Personal Nutrition - discuss the purpose of the dietary reference intakes and explain how to interpret Nutrition Facts Tables - discuss the purpose of nutrition communication symbols and critically assess major symbols - compare the advantages and disadvantages of various alternative diets and ethnic foods - list the food-safety hazards and describe prevention measures	
	<b>Intended Learning Activities</b> Lecture Group discussion	
	<b>Resources and References</b> Chapter 5 Health Canada Nutrition Facts Leaflet	
	<b>Evaluation</b> In-process	

<b>Wk.</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
12	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO4, CLO5			
	<b>Essential Employability Skills</b> EES1, EES2, EES10, EES11			
	<b>Intended Learning Objectives</b> Healthy Eating for Healthy Living - define body mass index (BMI) and understand risks associated with under- and over-weight classifications - calculate individual BMI and understand classification - identify factors which influence food consumption - identify and describe symptoms and dangers associated with eating disorders - define obesity and describe its relationship to genetics, lifestyle and major health issues - assess various approaches to weight loss			
	<b>Intended Learning Activities</b>  Lecture  Group discussion			
	<b>Resources and References</b>  Chapter 4			
	<b>Evaluation</b> In-process			
<b>Wk.</b>	<b>Hours:</b>	<b>3</b>	<b>Delivery:</b>	<b>In Class</b>
13	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO4, CLO5			
	<b>Essential Employability Skills</b> EES1, EES2, EES10, EES11			
	<b>Intended Learning Objectives</b> Course Wrap-up - Wellness Project 2 due Film - Food for Change/Food Matters Test Two Review			
	<b>Intended Learning Activities</b>  Lecture  Group discussions			
	<b>Resources and References</b>  .			
	<b>Evaluation</b> In-process			<b>Weighting</b> 20%

Wk.	Hours: 3	Delivery: In Class
14	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3, CLO4, CLO5	
	<b>Essential Employability Skills</b> EES1, EES2, EES10, EES11	
	<b>Intended Learning Objectives</b> Test two	
	<b>Intended Learning Activities</b> .	
	<b>Resources and References</b> .	
	<b>Evaluation</b> .	<b>Weighting</b> 20%