

## Stress, Wellness & Nutrition

2021-22 Academic Year

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

Course Code:	GNED 1120	Course Equiv. Code(s):	HLTH 1317
Course Hours:	42	Course GPA Weighting:	3
Prerequisite:	N/A		
Corequisite:	N/A		
Laptop Course:	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
Delivery Mode(s):	In class <input checked="" type="checkbox"/>	Online <input checked="" type="checkbox"/>	Hybrid <input type="checkbox"/> Correspondence <input type="checkbox"/>
Authorized by (Dean or Director):	Stephanie Ball	Date:	July 2021

Prepared by		
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Nicole	Mastnak	nicoles.mastnak@durhamcollege.ca

## **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.

## **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 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 Identify how stress effects our health, focusing on acute and chronic conditions.
- CLO2 Analyze one's own personal experience with stress using leading theories that describe stress in contemporary society.
- CLO3 Describe the components of wellness and explain how they are involved with the mind-body connection, and how they relate to the Aboriginal Medicine Wheel.
- CLO4 Analyze the impact of stress on a workplace within Canada using NIOSH guidelines for prevention and remediation.
- CLO5 Identify effective workplace wellness programs and how they benefit both the employee and the employer.
- CLO6 Identify wellness practices from around the world and how different cultures deal with stress and wellness.

## 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
In-Process Work	CLO1, CLO2, CLO5, CLO6	EES1, EES2, EES8, EES10, EES11	10
Weekly Quizzes (10 x 3%)	CLO1, CLO2, CLO3, CLO4, CLO5, CLO6	EES2, EES10	30
Journal Entries (2 x 10%)	CLO2, CLO5, CLO6	EES1, EES2, EES7, EES10, EES11	20
Vision Board	CLO1, CLO2, CLO5, CLO6	EES1, EES2, EES10, EES11	20
Research Project	CLO4, CLO5	EES1, EES10, EES11	20
<b>Total</b>			<b>100%</b>

### Notes:

1. All quizzes will be conducted online through DC-Connect (Online and Hybrid courses only); students will have 7 days to complete them once they are posted. There will be no opportunity to complete these quizzes other than those 7 days on DC-Connect.
2. This course is delivered in three different delivery methods (in class, online and hybrid). The content and evaluation criteria will remain constant but the delivery methods will vary depending on which class you are registered in.

## Required Text(s) and Supplies:

## Recommended Resources (purchase is optional):

N/A

# Policies and Expectations for the Learning Environment:

## General Policies and Expectations:

<b>General College policies related to</b> <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>	<b>General policies related to</b> <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:

In lieu of a General Education program guide, program and course specific expectations/guides are below and/ will be provided using the college's learning management system (DC Connect).

**ATTENDANCE:** Attendance is closely linked to student success. Regular attendance is strongly encouraged as it has been shown to be the best predictor of student success. This course is designed to build on skills previously learned and applied in class. A student missing topics will be less able to complete subsequent assignments. If a student is absent from class, it is his/her responsibility to learn what was missed prior to the next class. It is the student's responsibility to attend all classes, labs, evaluations, field placement, etc. In the event that the student cannot fulfill this obligation, it is the student's responsibility to notify their faculty, as required. In addition, the faculty and/or placement agency may require explanation/documentation to substantiate an absence. Each student is responsible for any missed materials and instruction as a result of the absence. In addition, it is the student's responsibility to complete all assignments and to be aware of announcements made. It is the student's responsibility to arrive early, review notes, readings, and other requirements prior to class.

For online classes, it is the responsibility of the student to keep up with the work posted each week. Failure to do so will result in a grade of "0" for that week's work.

## **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 <https://durhamcollege.ca/about/governance/policies/academic-policies> .
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:	Delivery:				
1	3	Online				
		<p><b>Intended Learning Objectives</b></p> <p>Course Introduction: MCU requirement for General Education, connection of Course Learning Outcomes to relevant careers, General Education website, visit the General Education website at: <a href="http://www.durhamcollege.ca/academic-schools/school-of-interdisciplinary-studies-employment-services/general-education">http://www.durhamcollege.ca/academic-schools/school-of-interdisciplinary-studies-employment-services/general-education</a></p> <p>Introduction to Course</p> <p>Materials: Course Outline, DC Connect environment</p> <p>Classroom expectations</p> <p>Assessments/Evaluations</p> <p>Introduction to Wellness</p> <p>Differentiate between health &amp; wellness</p> <p>Examine Hettler's Six Dimensions of Wellness and identify a variety of characteristics for each dimension</p> <p>Explain the significance of the wellness continuum</p> <p>Hand out Assignment: Vision Board</p> <p>Wellness around the World - each week a different wellness practice will be examined: TO BE ANNOUNCED EACH WEEK. This will change based on the delivery style of the class (in class, online, hybrid)</p>				
		<p><b>Intended Learning Activities</b></p> <p>Lecture</p> <p>Group discussions</p> <p>Learning activities</p> <p>Discussion boards</p> <p>Depending on delivery methods used for each course the activities will be varied.</p>				
		<p><b>Resources and References</b></p> <p>Specific resources will be posted on DC Connect on an ongoing basis</p> <p>Course Outline</p> <p>Handouts</p> <p>DC-Connect</p> <p>Websites</p> <p>Video</p>				
		<table><thead><tr><th>Evaluation</th><th>Weighting</th></tr></thead><tbody><tr><td></td><td>0</td></tr></tbody></table>	Evaluation	Weighting		0
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<b>Wk.</b>	<b>Hours:</b> 3 <b>Delivery:</b> Online				
2	<p><b>Intended Learning Objectives</b></p> <p>Physical Wellness</p> <p>Discuss the importance of exercise, nutrition, water and sleep and how they affect your physical wellness Differentiate between aerobic and anaerobic exercise</p> <p>Describe the psychological benefits of exercise</p> <p>Investigate the principles of exercise: intensity, frequency and duration and define the Surgeon General's recommendation for physical activity Calculate your own target heart rate (THR)</p> <p>Examine various models and opinions of nutrition</p> <p>Wellness around the World - each week a different wellness practice will be examined</p>				
	<p><b>Intended Learning Activities</b></p> <p>Lecture Group discussions Learning activities Discussion boards</p> <p>Depending on delivery methods used for each course the activities will be varied.</p>				
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3	<p><b>Intended Learning Objectives</b></p> <p>Intellectual and Interpersonal Wellness</p> <p>Describe the meaning of intellectual and interpersonal wellness</p> <p>Analyze your personal level of pursuit of intellectual and interpersonal wellness</p> <p>Determine the benefits of intellectual and interpersonal wellness</p> <p>Investigate various ways that intellectual and interpersonal wellness can be exercised or improved</p> <p>Wellness around the World - each week a different wellness practice will be examined</p>				
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4	<p><b>Intended Learning Objectives</b></p> <p>Emotional and Spiritual Wellness</p> <p>Describe the meaning of spiritual wellness</p> <p>Assess your own personal level of spiritual wellness and set goals for improvement</p> <p>Identify resources available for spiritual wellness</p> <p>Examine the increase in mental health disorders and determine potential causes</p> <p>Describe the connection between emotional and social wellness</p> <p>Wellness around the World - each week a different wellness practice will be examined</p>
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5	<p><b>Intended Learning Objectives</b></p> <p>Environmental Wellness</p> <p>Define environmental wellness</p> <p>Define the term "sustainability" and the expression "Going Green"</p> <p>Analyze your own personal awareness of environmental wellness</p> <p>Investigate a variety of alternatives that can be used in the home</p> <p>Analyze your own personal carbon footprint and determine how it can be improved</p> <p>Wellness around the World - each week a different wellness practice will be examined</p>				
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6	<p><b>Intended Learning Objectives</b></p> <p>Introduction to Stress</p> <p>Discuss the true definition of stress</p> <p>Differentiate between distress and eustress</p> <p>Examine the "Stress Scale" (Holmes &amp; Rahe) and use it to analyze your own stress score</p> <p>Examine the question "Why is stress increasing?"</p> <p>Wellness around the World - each week a different wellness practice will be examined</p>						
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7	<p><b>Intended Learning Objectives</b></p> <p>Stress Models</p> <p>Examine various models of stress including the fight-or-flight response, General Adaptation Syndrome and allostatic load</p> <p>Investigate the question "Who experiences stress?"</p> <p>Identify characteristics associated with both high-stress and low-stress</p> <p>How Stress Affects Health</p> <p>Examine physical changes associated with stress</p> <p>Identify acute and chronic effects of stress on the body</p> <p>Define post-traumatic stress disorder</p> <p>Discuss the effects that different types of stress have on the immune system</p> <p>Analyze the benefits of laughter and how it enhances the immune system</p>				
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8	<p><b>Intended Learning Objectives</b></p> <p>Stress Reduction Techniques</p> <p>Differentiate between positive and negative stress reduction techniques</p> <p>Explore various positive stress reduction techniques including: meditation, guided imagery, breathing, journaling, time management</p> <p>Reflection on personal experiences with various stress reduction techniques</p> <p>Wellness around the World - each week a different wellness practice will be examined</p>	
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9	<p><b>Intended Learning Objectives</b></p> <p>Introduction to the Workplace</p> <p>Define occupational stress</p> <p>Analyze your own occupational stress using a questionnaire</p> <p>Examine the occupational stress model</p> <p>Investigate the question "Why is occupational stress of concern?"</p> <p>Determine best practices for preventing and remediating workplace stress</p> <p>Hand out Research Project</p> <p>Wellness around the World - each week a different wellness practice will be examined</p>						
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10	<p><b>Intended Learning Objectives</b></p> <p>The Cost of Being Sick in Canada</p> <p>Examine the impact of absenteeism on the workplace</p> <p>Investigate the economic factors involved with sick days</p> <p>Analyze the demographic factors involved in sick days/pay</p> <p>Determine best practices for employee health risks</p> <p>Wellness around the World - each week a different wellness practice will be examined</p>				
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11	<p><b>Intended Learning Objectives</b></p> <p>Employee Wellness Programs</p> <p>Outline the history of employee wellness programs (EWPs)</p> <p>Align WHO's framework with the Dimensions of Wellness</p> <p>Examine the benefits of EWPs for all stakeholders</p> <p>Wellness around the World - each week a different wellness practice will be examined</p>				
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12	<p><b>Intended Learning Objectives</b></p> <p>Employee Wellness Programs</p> <p>Examine the research that supports employee wellness programs</p> <p>Identify the state of health promotion in Canada</p> <p>Analyze the building, promoting and evaluating involved in workplace wellness programs</p> <p>Wellness around the World - each week a different wellness practice will be examined</p>				
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13	<p><b>Intended Learning Objectives</b></p> <p>Reflections on Wellness Trends</p> <p>Identify the latest trends in the wellness industry</p> <p>Describe the top trends in wellness and how they impact the health of Canadians</p> <p>Assess the use of trends in workplace wellness</p>				
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Assignment: Journal Entries (2 x 10%)	10				

<b>Wk.</b>	<b>Hours:</b> 3 <b>Delivery:</b> Online
14	<p><b>Intended Learning Objectives</b></p> <p>Course Wrap-Up</p> <p>Revisit stress reduction techniques and the dimensions of wellness</p> <p>Reflect on the semester and on personal transformation since beginning of course</p> <p><b>Intended Learning Activities</b></p> <p>Lecture</p> <p>Group Discussions</p> <p>Learning Activities</p> <p>Discussion Boards</p> <p><b>Resources and References</b></p> <p>Handouts</p> <p>DC-Connect</p> <p>Websites</p> <p>Video</p> <p><b>Evaluation</b></p> <p>In Process: In-Process Work</p> <p>Assignment: Research Project</p>