

Stress, Wellness & Nutrition

2024-25 Academic Year

Program Title	Ministry Title	Major	Year	Semester
LS-General Education elective to be delivered across all programs	--	--	N/A	N/A

Course Code: GNE1 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 type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Flexible <input type="checkbox"/> HyFlex <input type="checkbox"/>	
Remote proctoring required Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Authorized by (Dean or Director): Nora Simpson	Date: August 2024

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.

Campus Closure Notice

In the event of a campus closure during which time classes cannot be conducted or attended in person, course delivery will be conducted remotely where possible. Should teaching and learning resume on campus, students may

be organized into smaller groups for classroom delivery, in accordance with directions from public health authorities. In either situation, the learning plan sequence and/or evaluation methods may be adjusted to address topics requiring hands-on, practical learning activities.

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 Describe interventions that can mitigate the effects of stress on our health and well-being.
- CLO2 Summarize one's own wellness journey and experience with stress through the lens of the Six Dimensions of Wellness.
- CLO3 Practice the regular integration of healthier behaviours using the psychology of habit formation.
- CLO4 Analyze the effectiveness of the wellness programming at a Canadian workplace.
- CLO5 Examine wellness practices around the world.

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: In-Process Work	CLO1, CLO2, CLO3	EES1, EES2, EES8, EES10, EES11	10
Quiz: Weekly Quizzes	CLO1, CLO2, CLO3, CLO4, CLO5	EES2, EES10	20
Assignment: Vision Board	CLO2, CLO3, CLO5	EES1, EES2, EES10, EES11	15
Assignment: Wellness Engagement - Part I	CLO1, CLO3	EES1, EES2, EES7, EES10, EES11	20
Assignment: Research Project	CLO1, CLO4	EES1, EES10, EES11	15
Assignment: Wellness Engagement - Part II	CLO1, CLO3	EES1, EES2, EES7, EES10, EES11	20
Total			100%

Notes:

1. All quizzes and in-process assignments will be conducted online through DC-Connect (online course only); students will have 7 days to complete them once they are posted. There will be no opportunity to complete these items other than those 7 days on DC-Connect.
2. This course is delivered in two different delivery methods (in-class/hybrid and online). 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:

<p>General College policies related to</p> <ul style="list-style-type: none"> + Acceptable Use of Information Technology + Academic Policies + Academic Integrity + Standards for Student Conduct for all Learning Environments can be found at https://durhamcollege.ca/wp-content/uploads/Standards-of-Student-Conduct-for-all-Learning-Environments.pdf + Information about academic policies and procedures can be found on-line at https://durhamcollege.ca/about/governance/policies 	<p>General policies related to</p> <ul style="list-style-type: none"> + attendance + absence related to tests or assignment due dates + excused absences + writing tests and assignments + classroom management can be found in the Program Guide (full time programs only) in MyDC https://durhamcollege.ca/mydc/
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All students at Durham College have the responsibility to familiarize themselves with and abide by the college's Academic Integrity Policy. Students are expected to complete and submit their own work in an honest manner, in accordance with the policy. Durham College has zero tolerance for breaches of academic integrity. All suspected breaches of academic integrity will be investigated and documented following procedures outlined in the policy, and should a breach be confirmed, appropriate penalties will be levied. Breaches of academic integrity refer to a variety of practices including, but not limited to:

- copying another person's work;
- using unauthorized materials or resources during an evaluation;
- obtaining unauthorized copies of evaluations in advance;
- collaborating without permission;
- colluding or providing unauthorized assistance;
- falsifying academic documents or records;
- misrepresenting academic credentials;
- buying, selling, stealing, soliciting, exchanging or transacting materials or information for the purpose of academic gain;
- bribing or attempting to bribe personnel;
- impersonation;
- submitting the same work in more than one course without authorization;
- improper use of computer technology and the internet;
- depriving others of academic resources;
- misrepresenting reasons for special consideration of academic work;
- plagiarizing or failing to acknowledge ideas, data, graphics or other content without proper and full acknowledgement;
- any unauthorized use of generative or other artificial intelligence.

If you have questions or concerns about what constitutes appropriate academic conduct or research and citation methods, and what your responsibilities are towards academic integrity, please visit the Academic Integrity website on MyDC, reach out to Student Academic Learning Services (SALS), or speak with your professor or Student Advisor.

Course Specific Policies and Expectations:

Why GNEDS? Check out this video: https://www.youtube.com/watch?v=jvH--gzu_l4

Below are the policies relevant to General Education courses at Durham College. General Education faculty strive to provide a supportive and enriching learning environment for all students to practice building 'durable skills' such as critical thinking, communication, collaboration, and more. While the policies below outline overarching guidelines, each faculty member will introduce additional, course-specific policies to enhance the learning experience. Exploring DC Connect and attending classes will familiarize students with relevant expectations. In addition, students are responsible to familiarize themselves with the broader college-wide policies that encompass various aspects of campus life, such as academic integrity, student conduct, and campus resources (see: <https://durhamcollege.ca/about/governance/policies>). By being well-informed about these policies, students can actively contribute to and benefit from various learning environments at DC.

Attendance & Participation:

Active participation and regular attendance are key factors in student success. Research consistently shows that attendance positively correlates with academic achievement. Students are encouraged to attend and participate in all classes, evaluations, and activities, whether in-person or online. Materials provided during class serve as valuable resource aides provided to keep students informed and engaged. For hybrid and online courses, active attendance and participation means embracing the virtual classroom environment and consistently participating in assignments and discussions.

Absence from Class:

To model professional norms and foster a culture of responsibility, students should promptly notify the instructor of their absence. Each student is responsible for catching up on missed materials and instructions. Students should utilize their peers and DC Connect to stay on track. It is essential for students to understand that missing class may hinder their ability to complete subsequent assignments. Overall, students are expected to take proactive steps to manage their absences and stay on track with course requirements.

Punctuality/leaving early:

Punctuality is a vital and enduring skill essential for success in various aspects of life, including academic pursuits. In the classroom, being punctual demonstrates respect for both the instructor and fellow students. Late arrivals can disrupt the flow of learning and can detract from the overall educational experience. Students who arrive late/leave early should make every effort to enter/leave quietly or wait for a suitable break to minimize disruption to ongoing activities. Furthermore, late arrivals/early departures during critical class activities such as guest speakers, graded activities, presentations or tests should be discussed in advance with the professor to ensure the integrity of the academic environment.

Student Success:

Student success matters. When students face any challenges or obstacles that might impact their progress, they are encouraged to reach out to their professors. By doing so, they not only demonstrate their commitment to growth and resilience but also enable their professors to provide the support and assistance they need. Students may be advised to make an appointment with campus resources such as SALS, Access and Support Centre, Campus Health and Wellness Centre, or a Student Advisor (find yours here: <https://durhamcollege.ca/student-life/student-services/student-advisors>).

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.

Week/ Module	Hours:	3	Delivery:	Online
1	Course Learning Outcomes			
	CLO1, CLO3, CLO5			
	Essential Employability Skills			
	Taught:	EES8, EES10, EES11	Practiced:	EES8, EES10, EES11
	Intended Learning Objectives/Topics			
	Course Introduction: Visit the General Education website at: http://www.durhamcollege.ca/academic-schools/school-of-interdisciplinary-studies-employment-services/general-education			
	Classroom expectations			
	Evaluation criteria			
	Introduction to wellness			
	Examine Hettler's Six Dimensions of Wellness and identify a variety of characteristics for each dimension			
	Explain the significance of the wellness continuum			
	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)			
	Intended Learning Activities			
	Lecture			
	Group discussions			
	Learning activities			
	Discussion boards			
	Depending on delivery methods used for each course the activities will be varied.			
	Resources and References			
	Course Outline			
	Handouts			
	DC-Connect			
	Websites			
	Video			
	Evaluation			

Week/ Module	Hours: 3	Delivery: Online
2	Course Learning Outcomes CLO1, CLO2, CLO3, CLO5	
Essential Employability Skills		
Taught: EES1, EES2, EES10, EES11 Practiced: EES1, EES2, EES10, EES11		
Intended Learning Objectives/Topics Physical Wellness: Discuss the importance of exercise, nutrition, water and sleep and how they affect your physical wellness Differentiate between aerobic and anaerobic exercise Describe the psychological benefits of exercise 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) Examine models of nutrition Wellness around the World - each week a different wellness practice will be examined		
Intended Learning Activities Lecture Group discussions Learning activities Discussion boards Depending on delivery methods used for each course the activities will be varied.		
Resources and References Handouts DC-Connect Websites Video		
Evaluation In Process: In-Process Work Quiz: Weekly Quizzes		Weighting 30

Week/ Module	Hours: 3	Delivery: Online
3	Course Learning Outcomes CLO1, CLO2, CLO3, CLO5	
	Essential Employability Skills	
	Taught: EES1, EES2, EES7, EES10, EES11	Practiced: EES1, EES2, EES7, EES10, EES11
	Intended Learning Objectives/Topics Intellectual and Interpersonal Wellness: Describe the meaning and benefits of intellectual and interpersonal wellness Analyze your personal levels of intellectual and interpersonal wellness Investigate various ways that intellectual and interpersonal wellness can be exercised or improved Wellness around the World - each week a different wellness practice will be examined	
	Intended Learning Activities Lecture Group discussions Learning activities Discussion boards Depending on delivery methods used for each course the activities will be varied.	
	Resources and References Handouts DC-Connect Websites Video	
Evaluation		

Week/ Module	Hours: 3	Delivery: Online
4	Course Learning Outcomes CLO1, CLO2, CLO3, CLO5	
	Essential Employability Skills	
	Taught: EES1, EES2, EES8, EES10, EES11	Practiced: EES1, EES2, EES8, EES10, EES11
	Intended Learning Objectives/Topics Emotional and Spiritual Wellness: Describe the meaning of spiritual wellness Assess your own personal level of spiritual wellness and set goals for improvement Identify resources available for spiritual wellness Examine the increase in mental health disorders and determine potential causes Describe the connection between emotional and social wellness Wellness around the World - each week a different wellness practice will be examined	
	Intended Learning Activities Lecture Group discussions Learning activities Discussion boards Depending on delivery methods used for each course the activities will be varied.	
	Resources and References Handouts DC-Connect Websites Video	
Evaluation		

Week/ Module	Hours: 3	Delivery: Online
5	Course Learning Outcomes CLO1, CLO2, CLO3, CLO5	
	Essential Employability Skills	
	Taught: EES7, EES10, EES11	Practiced: EES7, EES10, EES11
	Intended Learning Objectives/Topics Environmental Wellness: Define environmental wellness Define the term "sustainability" and the expression "Going Green" Analyze your own personal awareness of environmental wellness Investigate a variety of alternatives that can be used in the home Analyze your own carbon footprint and determine how it can be improved Wellness around the World - each week a different wellness practice will be examined	
	Intended Learning Activities Lecture Group discussions Learning activities Discussion boards Depending on delivery methods used for each course the activities will be varied.	
	Resources and References Handouts DC-Connect Websites Video	
	Evaluation Assignment: Vision Board	Weighting 15

Week/ Module	Hours: 3	Delivery: Online
6	Course Learning Outcomes CLO1, CLO2, CLO3, CLO5	
	Essential Employability Skills	
	Taught: EES1, EES2, EES10, EES11	Practiced: EES1, EES2, EES10, EES11
	Intended Learning Objectives/Topics Introduction to Stress: Discuss the true definition of stress Differentiate between distress and eustress Examine the "Stress Scale" (Holmes & Rahe) and use it to analyze your own stress score Examine the question "Why is stress increasing?" Wellness around the World - each week a different wellness practice will be examined	
	Intended Learning Activities Lecture Group discussions Learning activities Discussion boards Depending on delivery methods used for each course the activities will be varied.	
	Resources and References Handouts DC-Connect Websites Video	
Evaluation		

Week/ Module	Hours: 3	Delivery: Online
7	Course Learning Outcomes CLO1, CLO2, CLO3, CLO5	
	Essential Employability Skills	
	Taught: EES2, EES7, EES10, EES11	Practiced: EES2, EES7, EES10, EES11
	Intended Learning Objectives/Topics Stress Models and Effects of Stress on Health: Examine various models of stress including the fight-or-flight response, General Adaptation Syndrome and allostatic load Investigate the question "Who experiences stress?" Identify characteristics associated with both high-stress and low-stress Examine physical changes associated with stress Identify acute and chronic effects of stress on the body Define post-traumatic stress disorder Discuss the effects that different types of stress have on the immune system Experience the benefits of laughter and how it enhances the immune system	
	Intended Learning Activities Lecture Group discussions Learning activities Discussion boards Depending on delivery methods used for each course the activities will be varied.	
	Resources and References Handouts DC-Connect Websites Video	
Evaluation Assignment: Wellness Engagement - Part I	Weighting 20	

Week/ Module	Hours: 3	Delivery: Online
8	Course Learning Outcomes CLO1, CLO3, CLO5	
	Essential Employability Skills	
	Taught: EES1, EES10, EES11	Practiced: EES1, EES10, EES11
	Intended Learning Objectives/Topics Stress Reduction Strategies I: Differentiate between positive and negative stress reduction techniques Explore various positive stress reduction techniques Reflect on personal experiences with various stress reduction techniques Wellness around the World - each week a different wellness practice will be examined	
	Intended Learning Activities Lecture Group discussions Learning activities Discussion boards Depending on delivery methods used for each course the activities will be varied.	
	Resources and References Handouts DC-Connect Websites Video	
Evaluation		

Week/ Module	Hours: 3	Delivery: Online
9	Course Learning Outcomes CLO1, CLO3, CLO4, CLO5	
	Essential Employability Skills	
	Taught: EES1, EES2, EES8, EES10, EES11	Practiced: EES1, EES2, EES8, EES10, EES11
	Intended Learning Objectives/Topics Workplace Wellness: Define occupational stress Analyze your own occupational stress using a questionnaire Examine the occupational stress model Investigate the question "Why is occupational stress of concern?" Determine best practices for preventing and remediating workplace stress Wellness around the World - each week a different wellness practice will be examined	
	Intended Learning Activities Lecture Group discussions Learning activities Discussion boards Depending on delivery methods used for each course the activities will be varied.	
	Resources and References Handouts DC-Connect Websites Video	
Evaluation		

Week/ Module	Hours: 3	Delivery: Online
10	Course Learning Outcomes CLO1, CLO3, CLO4, CLO5	
	Essential Employability Skills	
	Taught: EES7, EES8, EES10, EES11	Practiced: EES7, EES8, EES10, EES11
	Intended Learning Objectives/Topics The Cost of Being Sick in Canada: Examine the impact of absenteeism on the workplace Investigate the economic factors involved with sick days Analyze the demographic factors involved in sick days/pay Determine best practices for employee health risks Wellness around the World - each week a different wellness practice will be examined	
	Intended Learning Activities Lecture Group discussions Learning activities Discussion boards Depending on delivery methods used for each course the activities will be varied.	
	Resources and References Handouts DC-Connect Websites Video	
Evaluation		

Week/ Module	Hours: 3	Delivery: Online
11	Course Learning Outcomes CLO1, CLO3, CLO4, CLO5	
	Essential Employability Skills	
	Taught: EES2, EES7, EES8, EES10, EES11	Practiced: EES2, EES7, EES8, EES10, EES11
	Intended Learning Objectives/Topics Employee Wellness Programs I: Outline the history of employee wellness programs (EWPs) Align WHO's framework with the Dimensions of Wellness Examine the benefits of EWPs Wellness around the World - each week a different wellness practice will be examined	
	Intended Learning Activities Lecture Group discussions Learning activities Discussion boards Depending on delivery methods used for each course the activities will be varied.	
	Resources and References Handouts DC-Connect Websites Video	
Evaluation Assignment: Research Project	Weighting 15	

Week/ Module	Hours: 3	Delivery: Online
12	Course Learning Outcomes CLO1, CLO3, CLO4, CLO5	
	Essential Employability Skills	
	Taught: EES1, EES2, EES8, EES10, EES11	Practiced: EES1, EES2, EES8, EES10, EES11
	Intended Learning Objectives/Topics Employee Wellness Programs II: Examine the research that supports employee wellness programs Identify the state of health promotion in Canada Explore the building, promoting, and evaluating involved in workplace wellness programs Wellness around the World - each week a different wellness practice will be examined	
	Intended Learning Activities Lecture Group discussions Learning activities Discussion boards Depending on delivery methods used for each course the activities will be varied.	
	Resources and References Handouts DC-Connect Websites Video	
Evaluation		

Week/ Module	Hours: 3	Delivery: Online
13	Course Learning Outcomes CLO1, CLO3, CLO5	
	Essential Employability Skills	
	Taught: EES1, EES2, EES10, EES11	Practiced: EES1, EES2, EES10, EES11
	Intended Learning Objectives/Topics Stress Reduction Strategies II: Explore various positive stress reduction techniques Reflect on personal experiences with various stress reduction techniques Wellness around the World - each week a different wellness practice will be examined	
	Intended Learning Activities Lecture Group discussions Learning activities Discussion boards Depending on delivery methods used for each course the activities will be varied.	
	Resources and References Handouts DC-Connect Websites Video	
Evaluation Assignment: Wellness Engagement - Part II	Weighting 20	

Week/ Module	Hours: 3	Delivery: Online
14	Course Learning Outcomes CLO1, CLO2, CLO3	
	Essential Employability Skills	
	Taught: EES1, EES2, EES8, EES10, EES11	Practiced: EES1, EES2, EES8, EES10, EES11
	Intended Learning Objectives/Topics Course Wrap-Up: Describe some of the top trends in wellness and how they impact the health of Canadians Reflect on the semester and on personal transformation since beginning of course	
	Intended Learning Activities Lecture Group Discussions Learning Activities Discussion Boards	
	Resources and References Handouts DC-Connect Websites Video	
	Evaluation	