Foundations for Health and Wellness

Health and Community Studies

Course Number:	Co-Requisites:	Pre-Requisites:
HLT7132	N/A	N/A
Applicable Program(s):	**AAL:**	**Core/Elective:**
1438H01FPM - GAS - One Year - Pre-Health Sciences	1	Core
1438M01FPM - General Arts and Science - One Year	2	Elective
1438N01FPM - GAS - One Year - Pre-Nursing	1	Core
Prepared by:	Angela Rintoul, RN/EC,BScN,MN-ANP	
Approved by:	Megan Conway, Chair	
Approval Date:	Monday, June 22, 2015	
Approved for Academic Year:	2015-2016	
Normative Hours:	45.00	

Course Description

Students are introduced to a broad range of topics, issues and information as they explore personal health and wellness. The importance of knowledge, attitudes, and behaviour are emphasized as students reflect on their current life style practices and explore models of behaviour change to implement strategies and techniques promoting lifelong healthy life style choices. Students are encouraged to take responsibility for personal wellness as they investigate topics in physical fitness, healthy eating, weight management, psychosocial components of health, stress management, sexual health, disease awareness and prevention, substance use, misuse, and abuse, personal safety and media awareness/consumerism.

General Education Theme Area(s)

This is a General Education course that supports learning in the following theme area(s): Personal Understanding

Relationship to Essential Employability Skills

This course contributes to your program by helping you achieve 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. (T,A)
EES 2	Respond to written, spoken or visual messages in a manner that ensures effective communication. (T,A)
EES 4	Apply a systematic approach to solve problems. (T,A)
EES 5	Use a variety of thinking skills to anticipate and solve problems. (T,A)
EES 6	Locate, select, organize and document information using appropriate technology and information systems. (T,A)
EES 7	Analyze, evaluate and apply relevant information from a variety of sources. (T,A)
EES 8	Show respect for diverse opinions, values, belief systems and contributions of others. (T,A)

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EES 9	Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals. (T,A)
EES 10	Manage the use of time and other resources to complete projects. (T,A)

Course Learning Requirements/Embedded Knowledge and Skills

When you have earned credit for this course, you will have demonstrated the ability to:

1.) Identify the concepts of health and wellness, including physical, social, emotional, intellectual, occupational, spiritual and environmental components, and apply them to your own lifestyle choices.

Differentiate between health and wellness.

Explain the historical development of the concept of wellness.

Describe current demographic, societal, and causal issues related to health and wellness.

Define health promotion and prevention; and, discuss how both are accomplished, including examples within your local community.

Describe the dimensions of health and wellness including the physical, social, emotional, intellectual, occupational, spiritual, and environmental components; and, identify how these components influence the concept of wellness.

Describe the benefits of achieving optimal health and the lifestyle choices which contribute to improved health.

Demonstrate self-awareness when assessing one's own level of personal health and wellness.

Describe how choices, decisions, and personal responsibility affect health.

2.) Identify the role of psychosocial health and stress management in maintaining health and apply concepts to making healthy lifestyle choices.

Identify and describe the dimensions of psychosocial health: mental, emotional, social, and spiritual health.

Describe the general characteristics of people who are considered psychosocially healthy.

Define the external and internal factors influencing psychosocial health and discuss which factors can be changed to improve psychosocial health.

Discuss the concepts of self-esteem and self-efficacy and how they are maintained.

Identify sleep recommendations and discuss the importance of sleep in terms of physical and psychosocial functioning.

Identify and describe mental illnesses and their impact on daily functioning.

Demonstrate self-awareness when assessing one's own level of psychosocial health.

Define stress and identify sources of stress.

Describe physiological and psychosocial responses to stress.

Demonstrate self-awareness when assessing one's own level of stress.

Discuss drug use, misuse, and addiction, including the social issues involved, the physiological effects of these substances, and their overall impact on health and wellness; apply concepts to evaluate one's one lifestyle choices.

Discuss alcohol, tobacco, and caffeine use, including the social issues involved, the physiological effects of

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these substances, and their overall impact on health and wellness; apply concepts to evaluate one's one lifestyle choices.

3.) Identify the role of diet and nutrition in maintaining health and apply concepts to making healthy lifestyle choices.

Demonstrate self-awareness when assessing one's own eating behaviours and nutritional intake.

Discuss water, proteins, carbohydrates, fibres, fats, vitamins, and minerals and their influences on a healthy diet.

Describe how to ensure a healthy dietary intake by using the Canada Food Guide; apply concepts to plan menus and make individual healthy eating choices.

Read food labels to understand nutritional content of food when shopping and planning menus; apply concepts to make healthy eating choices.

Identify current food safety concerns and use this information to make healthy food choices and to ensure food is safe for consumption.

Identify challenges when trying to maintain a healthy dietary intake: cost, time, etc.

Distinguish between overweight and obesity, including how they are measured and contributing factors.

Describe weight management and the factors which must be considered to maintain optimal body weight.

Describe and identify the common factors leading to body image disturbances, dieting, and eating disorders.

Think critically about nutrition and health claims.

Describe the role of healthy dietary intake in reducing the risk of/preventing disease.

4.) Identify the role of physical activity and injury prevention in maintaining health and apply concepts to making healthy lifestyle choices.

Demonstrate self-awareness when assessing one's own level of physical activity and physical fitness.

Identify the recommendations for Physical Activity promoted in Canada's Physical Activity Guide for Healthy Active Living; apply concepts to identify areas for positive change.

Identify and describe the benefits of regular physical activity.

Compare and contrast physical activity for health, physical fitness, and performance.

Identify and describe the components of physical fitness: cardiorespiratory endurance, muscular strength, muscular endurance and flexibility; apply concepts to evaluate exercises designed to improve each component.

Describe the components of a health-related physical fitness program and the exercise frequency, intensity, time, and type to build and/or maintain fitness in each component.

Apply concepts to plan a personal physical fitness training program.

Discuss how lifestyle choices can affect the necessary balance in nutrition, fitness, and rest that is needed for overall wellness.

Identify challenges when trying to improve or maintain physical activity for health and wellness and suggest behaviour change strategies to overcome potential barriers.

Describe common physical fitness-related injuries as well as methods to reduce our risk of these injuries.

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Describe the role of physical activity in reducing the risk of/preventing disease.

5.) Identify and apply concepts in sexual health to making healthy lifestyle choices.

Describe the various contraceptive methods available, including their effectiveness in preventing pregnancy and sexually transmitted infections.

Discuss the primary causes of and possible solutions to infertility.

Discuss sexually transmitted infections, their means of transmission, and actions that prevent their spread.

6.) Identify and apply concepts promoting personal safety.

Explain the role of vaccinations in fighting disease.

Identify high-risk behaviours and the methods by which the incidence of injury can be reduced.

Describe the methods to prevent personal assaults at home, on the street, or in your vehicle.

7.) Apply theories of change and motivation to individual and community health and wellness.

Research current Canadian health promotion strategies.

Determine the target audience, purpose, and impact of health promotion programs.

Demonstrate self-awareness when assessing personal wellness.

Relate lifestyle choices, decision making, and self-responsibility to health and wellness.

Describe the theory and process of lifestyle change and identify factors that influence such change.

Link the relationship between lifestyle choices and wellness regarding psychosocial health, physical activity, nutrition, and stress.

Prepare a realistic plan for lifestyle change.

8.) Explain the concept of complementary therapies in health and wellness.

Differentiate between holistic care, traditional care, and complementary care.

Describe a selection of common complementary health practices.

Evaluation/Earning Credit

The following list provides evidence of this course's learning achievements and the outcomes they validate:

Participation (10%)

Validates Outcomes: EES 1, EES 8, EES 9, EES 10

Written Assignment(s) (10%)

Validates Outcomes: CLR 1, CLR 3, CLR 4, CLR 7, EES 1, EES 4, EES 5, EES 6, EES 7, EES 10

Hybrid Assignment(s) (20%)

Validates Outcomes: CLR 1, CLR 2, CLR 3, CLR 4, CLR 5, CLR 6, CLR 7, CLR 8, EES 1, EES 4, EES 5, EES 6, EES 7, EES 10

Lab Activity(ies) (20%)

Validates Outcomes: CLR 1, CLR 2, CLR 3, CLR 4, CLR 7, CLR 8, EES 1, EES 2, EES 4, EES 5, EES 6, EES 7,

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EES 8, EES 9, EES 10

Portfolio(s) (10%)

Validates Outcomes: CLR 1, CLR 7, EES 1, EES 2, EES 4, EES 5, EES 6, EES 7, EES 8, EES 9, EES 10

Final Exam (30%)

Validates Outcomes: CLR 1, CLR 2, CLR 3, CLR 4, CLR 5, CLR 6, CLR 7, CLR 8, EES 1, EES 4, EES 5, EES 10

Learning Resources

Donatelle, R.J., Kolen-Thompson, A.M. (2015). *Health: The Basics* (6th Canadian ed.). Pearson Canada. Toronto ON.

Learning Activities

This hybrid course includes 2 hours of face-to-face delivery and 1 hour of hybrid learning activities each week. Hybrid learning activities will take place outside of the traditional classroom environment but are separate and distinct from homework activities.

Students are likely to experience the following learning activities during face-to-face classes (2 hours each week):

- lecture
- class discussion
- small group work
- independent learning activities
- reflection
- lab activities
- in-class assignments
- participation in learning activities, field trips, and sessions involving guest speakers (which *may* include but not limited to: yoga demonstration, field trip to a local fitness club and/or grocery store, base-line fitness testing, self-defense training).

Students are likely to experience the following learning activities during hybrid out-of-class time (1 hour each week):

- online learning activities
- reflection activities
- self-assessment
- research
- interpretation of assigned readings
- lab activities

Students are expected to complete assigned readings, assignments, hybrid activities, and a cumulative health portfolio outside of the 3 hour time-frame described above. Students are also expected to access the online course materials and announcements posted on Blackboard on a regular basis.

Prior Learning Assessment and Recognition

Students who wish to apply for prior learning assessment and recognition (PLAR) need to demonstrate competency at a post-secondary level in all of the course learning requirements outlined above. Evidence of learning achievement for PLAR candidates includes:

- Portfolio
- Challenge Exam

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Grade Scheme

Final Grade	Mark Equivalent	Numeric Value	Final Grade	Mark Equivalent	Numeric Value
A+	90% - 100%	4.0	A	85% - 89%	3.8
A-	80% - 84%	3.6	B+	77% - 79%	3.3
B	73% - 76%	3.0	B-	70% - 72%	2.7
C+	67% - 69%	2.3	C	63% - 66%	2.0
C-	60% - 62%	1.7	D+	57% - 59%	1.4
D	53% - 56%	1.2	D-	50% - 52%	1.0
F	0% - 49%	0	FSP	0	0

Course Related Information

EVALUATION PROCEDURES

****Students are provided with all due dates at the beginning of the course and this can be found in your Course Section Information (CSI) document located on Blackboard.**

Tests and Examinations

- Students are provided with all test and examination dates at the beginning of the course. All tests and examinations will be **written at the scheduled time.**
- **Attendance is compulsory at all tests and examinations.**
- A student who expects to be late or absent for a test or examination must notify the Professor **by telephone or email PRIOR** to the scheduled test or examination. Students will refer to professor contact information located on Black Board.
- Students **must** provide a valid reason for absences with documentation as necessary (a medical certificate may be requested at the discretion of the professor).
- Students who are late for a test or examination shall not be granted any additional time unless the professor concurs that a valid reason has been provided.
- An invalid reason or failure to notify the professor will automatically result in a **zero (0)** for the test or examination.
- A student who is late for a test/exam will not be permitted to write the test/exam if any student has already left the exam room.
- Students **shall not** be permitted to complete a test or examination before the official date for any test or examination.
- Students who are identified by the Centre for Students with Disabilities (CSD) as requiring additional time to write tests and examinations must consult with the teacher a minimum of **one week** in advance of the test or examination in order to arrange the extra time and location to write.
- Regular appointments such as dental and physician should be made at times other than scheduled class times, tests/examinations and Labs.
- Upon returning to the college following an absence, it is the responsibility of the student to contact the professor **as soon as possible**. Consideration ***may*** be given for the redistribution of marks and/or scheduling a make-up evaluation in order to avoid a zero (0) grade in the event of a valid reason. This will be determined by the Departmental Chair.

Health Portfolio

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- Refer to the following late assignment penalty for late submissions of the Health Portfolio:

Late assignment penalty

- Unless the student has requested ***and received*** an extension, a 10% penalty mark will be deducted per day, for a maximum of 5 calendar days.
- After 5 calendar days the the student will receive a grade of **zero (0)**.
- **Health Portfolio must be submitted in order to obtain a pass in the course.**
- There are no opportunities for extra credit. **It is the responsibility of the student to ensure that all assignments are submitted on time and in the appropriate manner. Please read all instructions carefully.**

Hybrid Activities

- Hybrid activities completed after the deadline will receive a **zero (0) grade.**
- **All hybrid activities must be completed in order to obtain a pass in the course.**
- There are no opportunities for extra credit. I**t is the responsibility of the student to ensure that all hybrid assignments are submitted on time and in the appropriate manner. Please read all instructions carefully.**

Labs and In-class Assignments

- Labs and In-class assignments must be completed according to the established timelines on the assigned class date.
- Missed lab and in-class assignments will receive a grade of **zero (0)**.
- Students must be in class for the full lab period to receive a grade on that lab.
- There are no opportunities for extra credit. **It is the responsibility of the student to ensure that they are present for all lab and in-class assignments.**

Participation

- Participation marks will be awarded based on attendance and active participation during class.
- Participation marks will be awarded as follows:
- 0 marks will be recorded for an absence.
- 1 mark will be recorded if the student attends and meets the minimum participation requirements for the class.
- 2 marks will be recorded if the student attends and participates fully in the class activities and/or discussion.
- Students will be given an opportunity to evaluate their participation on a regular basis.
- In the event of a discrepancy between the student's self-evaluation and their actual participation in class activities, the participation mark will be at the professor's discretion.
- There are no opportunities for extra credit.

Field Trips and In-Class Activities

- Students will be given opportunities to put theoretical concepts discussed during lecture into practice during several field trips (e.g. *may* include a trip to the local gym facility and/or grocery store) and in-class learning activities (e.g. *may* include activities such as yoga demonstration and/or a self-defense demonstration and/or a fitness base-line test/assessment).
- **Students are expected to dress appropriately and to come prepared for these sessions.**
- All dates will be posted on Blackboard in advance.
- In the event a student is unable to attend, or is unable to participate fully in one of these activities, it is the student's responsibility to discuss these issues with the professor **PRIOR** to the scheduled activity date.

ATTENDANCE AND PUNCTUALITY

- Attendance will be taken during each class.
- Students are encouraged to attend all classes as material will be discussed in class that will be necessary for the successful completion of this course.
- Punctuality is expected **at all times**.

STUDENT CONDUCT

***As adults, we share the responsibility of creating and maintaining a positive learning environment in which the unique learning needs of all participants are respected.**

- As adults, it is expected that at all times all students will be respectful of the diverse opinions, values, beliefs, and contributions of others.

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- Please be courteous to your classmates and the professor at all times.
- Students who do not respect the learning environment or diversity in opinions/contributions will be asked to leave the classroom for the remainder of the class period.

College Related Information

Email

Algonquin College provides all full-time students with an e-mail account. This is the address that will be used when the College, your professors, or your fellow students communicate important information about your program or course events. It is your responsibility to ensure that you know how to send and receive e-mail using your Algonquin account and to check it regularly.

Students with Disabilities

If you are a student with a disability, it is strongly recommended that you identify your needs to your professor and the Centre for Students with Disabilities (CSD) or Student Services, by the end of the first month of the semester in order that necessary accommodations or support services can be arranged for you.

Academic Integrity & Plagiarism

Adherence to acceptable standards of academic honesty is an important aspect of the learning process at Algonquin College. Academic work submitted by a student is evaluated on the assumption that the work presented by the student is his or her own, unless designated otherwise. For further details consult Algonquin College Policies AA18: Academic Dishonesty and Discipline and AA20: Plagiarism

Student Course Feedback

It is Algonquin College's policy to give students the opportunity share their course experience by completing a student course feedback survey for each course they take. For further details consult Algonquin College Policy AA25: Student Course Feedback

Use of Electronic Devices in Class

With the proliferation of small, personal electronic devices used for communications and data storage, Algonquin College believes there is a need to address their use during classes and examinations. During classes, the use of such devices is disruptive and disrespectful to others. During examinations, the use of such devices may facilitate cheating. For further details consult Algonquin College Policy AA32: Use of Electronic Devices in Class

Transfer of Credit

It is the student's responsibility to retain course outlines for possible future use to support applications for transfer of credit to other educational institutions.

Note: It is the student's responsibility to refer to the Algonquin College Policies website for the most current information at http://www.algonquincollege.com/directives/

Legend

Terms

•ALO: Aboriginal Learning Outcome
•Apprenticeship LO: Apprenticeship Learning Outcome
•CLR: Course Learning Requirement
•DPLO: Degree Program Learning Outcome
•EES: Essential Employability Skill
•EOP: Element of Performance

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•GELO: General Education Learning Outcome
•LO: Learning Outcome
•PC: Program Competency
•PLA: Prior Learning Assessment
•PLAR: Prior Learning Assessment and Recognition
•VLO: Vocational Learning Outcome

Assessment Levels

•T: Taught
•A: Assessed
•CP: Culminating Performance

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