

### Introduction to Wellness & Health Promotion

2024-25 Academic Year

Program Title	Ministry Title	Major	Year	Semester
HS-Fitness and Health Promotion	--	FIT	1	1

<b>Course Code:</b> HLTH 1310	<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"/> Flexible <input type="checkbox"/> HyFlex <input type="checkbox"/>	
<b>Remote proctoring required</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
<b>Authorized by (Dean or Director):</b> Mojgan Rezvani	<b>Date:</b> July 2024

<b>Prepared by</b>		
<b>First Name</b>	<b>Last Name</b>	<b>Email</b>
Heather	Harrison	Heather.Harrison@durhamcollege.ca

### Course Description:

This course provides a thorough introduction to the concepts of wellness and wholistic health. Course ideas explored include the relationship between self-responsibility and self-improvement, the influence of social environment on health behaviours as well as the role of the fitness and health professional in promoting specific wellness programs.

### 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](mailto:PLAR@durhamcollege.ca) for details.

### PLAR Eligibility

Yes ☒ No ☐

### PLAR Assessment (if eligible):

- ☒ Assignment
- ☒ Exam
- ☐ Portfolio
- ☐ Other

The PLAR process will include a cumulative test, a portfolio to demonstrate subject knowledge and application and/or a demonstration of skills. Evaluations are aligned with the course learning outcomes.

## 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 Assess various dimensions of wellness and explore their impact on overall health and well-being.
- CLO2 Evaluate the use of specific coping strategies to minimize the impact of stress on overall health and wellness as applicable for fitness and health promotion professionals.
- CLO3 Reflect upon the integrated use of the Trans-theoretical Behaviour Change Model and SMART process within the context of a pursuing a personal wellness goal.
- CLO4 Explore the impact of Social Determinants of Health on individual and community wellness.
- CLO5 Develop and present a proposal for a wellness focused intervention following a structured approach.

### 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
Assignment: Wellness Assessment Week 1	CLO1	EES1, EES2, EES3, EES10, EES11	5
Assignment: 'Stress test' & Reflection Week 2	CLO1, CLO2	EES1, EES2, EES7, EES10, EES11	10
Assignment: Wellness related Video Introduction Week 4	CLO1	EES1, EES2, EES10, EES11	10
Assignment: Behaviour Change Assignment Week 7-9	CLO1, CLO2, CLO3	EES1, EES2, EES4, EES10, EES11	20
Quiz: Quiz Week 8	CLO1, CLO2, CLO3	EES1, EES2, EES7, EES10, EES11	15
Assignment: Social Determinants of Health Exploration Week 10	CLO4	EES1, EES2, EES4, EES8, EES10, EES11	10
Assignment: Health Promotion Intervention Assignment Weeks 13 and 14	CLO1, CLO4, CLO5	EES1, EES8, EES9, EES10, EES11	30
<b>Total</b>			<b>100%</b>

### Notes:

#### 1. IN-PROCESS/QUIZZES/ASSIGNMENTS

In-process activities, quizzes, exercises and assignments will be given only once. They cannot be made up or supplemented. Any missed in-class activities, quizzes, exercises and assignments, including project presentations, will be assigned a mark of zero.

A student who misses delivering their presentation on a previously scheduled date and time, individually or as part of a group, shall earn a grade of zero for that presentation.

Tests will be given only once. To reflect established practice in the workplace and demonstrate responsibility, students are required to provide voice mail or email notification PRIOR to the start of the scheduled test date and time if they are unable to attend for the test. Students need to state clearly the reason why the test will be missed in their notification. Students who fail to contact the professor by this time will receive a mark of zero on the test.

When both prior notification and supporting documentation are duly received, the student may write the missed test during a scheduled pre-determined time in the Test Centre on the Saturday at the end of Week 7 and/or Week 14. Tests missed during Weeks 1 - 7, inclusive will be written at the end of Week 7. Tests missed during Weeks 8 - 14, inclusive will be written at the end of Week 14. There will be one opportunity only to complete any missed tests. All missed tests will be written on the same date, in sequence. Students who are absent for a missed test in the scheduled pre-determined time in the Test Centre will receive a mark of zero on the test.

Assignments are due by the date, time assigned in class, and posted to DC Connect. All late assignments will be penalized at a rate of 10% per day (i.e., 24-hour period). Late assignments will not be accepted beyond the

fifth late day and will receive a grade of zero. A "day" includes each day of the weekend.

### **Required Text(s) and Supplies:**

### **Recommended Resources (purchase is optional):**

N/A

# Policies and Expectations for the Learning Environment:

## General Policies and Expectations:

General College policies related to	General policies related to
<ul style="list-style-type: none"> <li>+ Acceptable Use of Information Technology</li> <li>+ Academic Policies</li> <li>+ Academic Integrity</li> <li>+ Standards for Student Conduct for all Learning Environments can be found at <a href="https://durhamcollege.ca/wp-content/uploads/Standards-of-Student-Conduct-for-all-Learning-Environments.pdf">https://durhamcollege.ca/wp-content/uploads/Standards-of-Student-Conduct-for-all-Learning-Environments.pdf</a></li> <li>+ Information about academic policies and procedures can be found on-line at <a href="https://durhamcollege.ca/about/governance/policies">https://durhamcollege.ca/about/governance/policies</a></li> </ul>	<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 MyDC <a href="https://durhamcollege.ca/mydc/">https://durhamcollege.ca/mydc/</a></li> </ul>
<p>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:</p> <ul style="list-style-type: none"> <li>• copying another person's work;</li> <li>• using unauthorized materials or resources during an evaluation;</li> <li>• obtaining unauthorized copies of evaluations in advance;</li> <li>• collaborating without permission;</li> <li>• colluding or providing unauthorized assistance;</li> <li>• falsifying academic documents or records;</li> <li>• misrepresenting academic credentials;</li> <li>• buying, selling, stealing, soliciting, exchanging or transacting materials or information for the purpose of academic gain;</li> <li>• bribing or attempting to bribe personnel;</li> <li>• impersonation;</li> <li>• submitting the same work in more than one course without authorization;</li> <li>• improper use of computer technology and the internet;</li> <li>• depriving others of academic resources;</li> <li>• misrepresenting reasons for special consideration of academic work;</li> <li>• plagiarizing or failing to acknowledge ideas, data, graphics or other content without proper and full acknowledgement;</li> <li>• any unauthorized use of generative or other artificial intelligence.</li> </ul> <p>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.</p>	

## Course Specific Policies and Expectations:

Demonstrating comprehension of course materials and the required course learning outcomes is mandatory to be successful in all courses. All students are encouraged to participate in the classroom either in person or through use of a web camera throughout the duration of your class session in order to demonstrate the course learning outcomes required in this course. Active participation in both class discussion and skills practice is expected.

Tests, assignments and/or in-class activities will require you to participate on video using your built-in camera or webcam. Failure to do so will result in obtaining a grade of '0' for the assessment.

No video recording is permitted at any time during class without the expressed (and potentially written) consent of the professor and involved individuals.

Refer to the Fitness and Health Promotion Program Guide or more information.

## 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.
8. In compliance with the Directive on the Costs of Educational Material under the Ministry of Training, Colleges and Universities Act (MTCU Act), please visit this link to determine textbook costs: <https://durham.bookware3000.ca/course-materials/textbook-search>. Please speak with your professor to determine if prior versions of a textbook are acceptable.

# 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:	In Class
1	<b>Course Learning Outcomes</b>			
	CLO1			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>	EES3	<b>Practiced:</b>	EES1, EES2, EES9
	<b>Intended Learning Objectives/Topics</b>			
	COURSE INTRODUCTION - Review Course Learning Outcomes and their relevance to the Program Learning Outcomes - Review Course Outline and explain expectations for the learning environment  ICE BREAKERS & INTRODUCTIONS  INTRODUCTION TO 'WELLNESS' CONCEPTS - Compare Health versus Wellness - Define 'wellness' terminology			
	<b>Intended Learning Activities</b>			
	Group activity, Lecture, Multi-media, Case discussion			
	<b>Resources and References</b>			
	Program Guide, Course Outline, Powerpoint and additional Resources posted on DC Connect			
	<b>Evaluation</b>			<b>Weighting</b>
	Assignment: Wellness Assessment Week 1			5



Week/ Module	Hours: 3	Delivery: In Class
2	<b>Course Learning Outcomes</b> CLO1, CLO3, CLO5	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES3, EES6	<b>Practiced:</b> EES1, EES2, EES3, EES10, EES11
	<b>Intended Learning Objectives/Topics</b> DIMENSIONS OF WELLNESS - Outline 6 dimensions of Wellness and the Wellness Continuum - Explore Physical Wellness and Emotional Wellness - Define the terms: 'stress' and 'stressors' - Compare 'healthy' stress to 'unhealthy' stress - Discuss the negative effects of 'unhealthy' stress on overall health and well-being - Identify strategies and resources for managing stress	
	<b>Intended Learning Activities</b> Group activity, Lecture, Multi-media, Case discussion	
	<b>Resources and References</b> Video Lecture, Powerpoint and additional Resources posted on DC Connect	
	<b>Evaluation</b> Assignment: 'Stress test' & Reflection Week 2	<b>Weighting</b> 10
Week/ Module	Hours: 3	Delivery: In Class
3	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO4	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b>	<b>Practiced:</b> EES1, EES2, EES9, EES10, EES11
	<b>Intended Learning Objectives/Topics</b> DIMENSIONS OF WELLNESS - Define and explore social wellness & intellectual wellness - Identify strategies and resources for managing social & intellectual wellness	
	<b>Intended Learning Activities</b> Group activity, Lecture, Multi-media, Case discussion	
	<b>Resources and References</b> Video Lecture, Powerpoint and additional Resources posted on DC Connect	
	<b>Evaluation</b>	

Week/ Module	Hours: 3	Delivery: In Class
4	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO4	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b>	<b>Practiced:</b> EES1, EES8, EES9, EES10
	<b>Intended Learning Objectives/Topics</b> DIMENSIONS OF WELLNESS - Define and explore environmental wellness & spiritual wellness - Identify strategies and resources for managing environmental & spiritual wellness	
	<b>Intended Learning Activities</b> Group activity, Lecture, Multi-media, Case discussion	
	<b>Resources and References</b> Video Lecture, Powerpoint and additional Resources posted on DC Connect	
	<b>Evaluation</b> Assignment: Wellness related Video Introduction Week 4	<b>Weighting</b> 10
Week/ Module	Hours: 3	Delivery: In Class
5	<b>Course Learning Outcomes</b> CLO3	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b>	<b>Practiced:</b> EES1, EES2, EES4, EES6, EES10, EES11
	<b>Intended Learning Objectives/Topics</b> TRANS-THEORETICAL BEHAVIOUR CHANGE MODEL - Part 1 - Define: Trans-theoretical Behaviour Change Model (TTBCM) - Discuss the use of TTBCM as a means to promote Wellness - Identify the strengths and limitations of the TTBCM model - Explore the Stages of Change - Explore the Process of Change	
	<b>Intended Learning Activities</b> Group activity, Lecture, Multi-media, Case discussion	
	<b>Resources and References</b> Video Lecture, Powerpoint and additional Resources posted on DC Connect	
	<b>Evaluation</b>	

<b>Week/ Module</b>	<b>Hours:</b> 3	<b>Delivery:</b> In Class
6	<b>Course Learning Outcomes</b> CLO3	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES4	<b>Practiced:</b> EES1, EES2, EES4, EES10, EES11
	<b>Intended Learning Objectives/Topics</b> TRANS-THEORETICAL BEHAVIOUR CHANGE MODEL - Part 2 - Explore the Process of Change  S.M.A.R.T. GOAL SETTING - Part 1 - List the words associated with the S.M.A.R.T. acronym - Identify the importance of setting S.M.A.R.T. goals - Create effective goals/objectives using the S.M.A.R.T. framework	
	<b>Intended Learning Activities</b> Group activity, Lecture, Multi-media, Case discussion	
	<b>Resources and References</b> Video Lecture, Powerpoint and additional Resources posted on DC Connect	
	<b>Evaluation</b>	

Week/ Module	Hours:	3	Delivery:	In Class
7	<b>Course Learning Outcomes</b> CLO1, CLO2, CLO3			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>		<b>Practiced:</b>	EES1, EES2, EES6, EES10, EES11
	<b>Intended Learning Objectives/Topics</b> S.M.A.R.T. GOAL SETTING - Part 2 - Create effective goals/objectives using the S.M.A.R.T. framework  Behaviour Change Assignment 1-on-1 meetings will be scheduled with students to provide support for Behaviour Change Assignment			
	<b>Intended Learning Activities</b> Group activity, Lecture, Multi-media, Case discussion  Professor-facilitated meetings			
	<b>Resources and References</b> Video Lecture, Powerpoint and additional Resources posted on DC Connect			
	<b>Evaluation</b> Assignment: Behaviour Change Assignment Week 7-9			<b>Weighting</b> 20
Week/ Module	Hours:	3	Delivery:	In Class
8	<b>Course Learning Outcomes</b> CLO1, CLO3			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>	EES1	<b>Practiced:</b>	EES1, EES2, EES4, EES7, EES10, EES11
	<b>Intended Learning Objectives/Topics</b> QUIZ  PROGRESS REPORT: Behaviour Change Assignment 1-on-1 meetings will be scheduled with students to provide feedback and recommendations for Behaviour Change Assignment			
	<b>Intended Learning Activities</b> Quiz  Professor-facilitated meetings			
	<b>Resources and References</b> N/A			
	<b>Evaluation</b> Quiz: Quiz Week 8			<b>Weighting</b> 15

<b>Week/ Module</b>	<b>Hours:</b>	<b>Delivery:</b>
	3	In Class
9	<b>Course Learning Outcomes</b> CLO4, CLO5	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b>	<b>Practiced:</b> EES1, EES2, EES4, EES10, EES11
	<b>Intended Learning Objectives/Topics</b> HEALTH PROMOTION  - Define Health Promotion & identify challenges to promoting healthy behaviours - Recognize the importance of the Ottawa Charter for Health Promotion - Identify and discuss health promotion levels and settings	
	<b>Intended Learning Activities</b> Group activity, Lecture, Multi-media, Case discussion	
	<b>Resources and References</b> Video Lecture, Powerpoint and additional Resources posted on DC Connect	
	<b>Evaluation</b>	
<b>Week/ Module</b>	<b>Hours:</b>	<b>Delivery:</b>
	3	In Class
10	<b>Course Learning Outcomes</b> CLO4, CLO5	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b>	<b>Practiced:</b> EES1, EES2, EES4, EES10, EES11
	<b>Intended Learning Objectives/Topics</b> SOCIAL DETERMINANTS OF HEALTH  - Define social determinants of health - Discuss the inter-connectedness of lifestyle factors, community networks and socioeconomic, cultural and environmental conditions relative to the social determinants of health - Identify 12 key determinants of health as listed by the Public Health Agency of Canada - Make connections between an awareness of social determinants of health and practice as a fitness and health promotion professional	
	<b>Intended Learning Activities</b> Group activity, Lecture, Multi-media, Case discussion	
	<b>Resources and References</b> Video Lecture, Powerpoint and additional Resources posted on DC Connect	
	<b>Evaluation</b> Assignment: Social Determinants of Health Exploration Week 10	<b>Weighting</b> 10

<b>Week/ Module</b>	<b>Hours:</b> 3	<b>Delivery:</b> In Class
11	<b>Course Learning Outcomes</b> CLO4, CLO5	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES4	<b>Practiced:</b> EES1, EES2, EES10, EES11
	<b>Intended Learning Objectives/Topics</b> HEALTH PROMOTION PROGRAMS 1 - Outline the Health Risk Assessment process - Discuss the development of a wellness intervention - Explore methods to increase intervention participation - Discuss the importance of program evaluation  Group formation for Wellness Program Project	
	<b>Intended Learning Activities</b> Group activity, Lecture, Multi-media, Case discussion	
	<b>Resources and References</b> Video Lecture, Powerpoint and additional Resources posted on DC Connect	
	<b>Evaluation</b>	
<b>Week/ Module</b>	<b>Hours:</b> 3	<b>Delivery:</b> In Class
12	<b>Course Learning Outcomes</b> CLO5	
	<b>Essential Employability Skills</b>	
	<b>Taught:</b> EES6, EES7	<b>Practiced:</b> EES1, EES2, EES5, EES6, EES7, EES8, EES9
	<b>Intended Learning Objectives/Topics</b> Wellness Intervention Program Groupwork - Research and develop a wellness intervention	
	<b>Intended Learning Activities</b> Group activity	
	<b>Resources and References</b> Video Lecture, Powerpoint and additional Resources posted on DC Connect	
	<b>Evaluation</b>	

Week/ Module	Hours:	3	Delivery:	In Class
13	<b>Course Learning Outcomes</b>			
	CLO5			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>		<b>Practiced:</b>	EES1, EES7, EES8, EES9, EES10, EES11
	<b>Intended Learning Objectives/Topics</b>			
	Wellness Intervention Assignment			
	<b>Intended Learning Activities</b>			
	Group Presentations			
	<b>Resources and References</b>			
	Resources posted on DC Connect			
	<b>Evaluation</b>			<b>Weighting</b>
	Assignment: Health Promotion Intervention Assignment Weeks 13 and 14			30
Week/ Module	Hours:	3	Delivery:	In Class
14	<b>Course Learning Outcomes</b>			
	CLO5			
	<b>Essential Employability Skills</b>			
	<b>Taught:</b>		<b>Practiced:</b>	EES1, EES7, EES8, EES9, EES10, EES11
	<b>Intended Learning Objectives/Topics</b>			
	Wellness Intervention Assignment			
	<b>Intended Learning Activities</b>			
	Group Presentations			
	<b>Resources and References</b>			
	Resources posted on DC Connect			
	<b>Evaluation</b>			<b>Weighting</b>
	Assignment: Health Promotion Intervention Assignment Weeks 13 and 14			30