

Course Outline

School:	English & Liberal Studies
Department:	Humanities and Social Sciences
Course Title:	Healthy Lifestyle Management
Course Code:	GNED 140
Course Hours/Credits:	42
Prerequisites:	N/A
Co-requisites:	N/A
Eligible for Prior Learning, Assessment and Recognition:	Yes
Originated by:	Helen Folker, Shirley Wood
Creation Date:	Fall 2012
Revised by:	Shirley Wood, Kim Widawski, Helen Pearman Ziral, Shelley Steele
Revision Date:	Summer 2023
Current Semester:	Fall 2024
Approved by:	

Philip Alalibo, Associate Dean/Dean,
English & Liberal Studies

Students are expected to review and understand all areas of the course outline.

Retain this course outline for future transfer credit applications. A fee may be charged for additional copies.

This course outline is available in alternative formats upon request.

Acknowledgement of Traditional Lands

Centennial is proud to be a part of a rich history of education in this province and in this city. We acknowledge that we are on the treaty lands and territory of the Mississaugas of the Credit First Nation and pay tribute to their legacy and the legacy of all First Peoples of Canada, as we strengthen ties with the communities we serve and build the future through learning and through our graduates. Today the traditional meeting place of Toronto is still home to many Indigenous People from across Turtle Island and we are grateful to have the opportunity to work in the communities that have grown in the treaty lands of the Mississaugas. We acknowledge that we are all treaty people and accept our responsibility to honor all our relations.

Course Description

College students are establishing patterns of living that may well affect their long-term health and well being. This course is an introduction to Wellness and the process of behaviour change. The emphasis through the course is empowering students to take control of their personal health and lifestyle habits through deliberate choices and consistent efforts that will establish life-long patterns for overall health and well being. It provides current facts and principles that provide the basis for incorporating healthy nutrition, physical activity and other healthy lifestyle practices into one's daily life. Information will be presented dealing with a variety of topics such as; the role exercise plays in overall health, behavioural change principles, nutrition, sleep hygiene, and ergonomics. Topics related to wellness and diversity such as gender, age, income, disability, race and ethnicity will be highlighted throughout the course. Lab sessions will provide the opportunity to learn and practice a variety of activities that will enhance health and well-being.

External Standard Information (ESI)

N/A

Course Learning Outcomes

The student will reliably demonstrate the ability to:

1. Examine behaviours that are insensitive to or that demean others.
2. Analyze physical fitness component and exercise physiology principals as it applies to both personal and working life.
3. Design an active healthy lifestyle plan that will establish and maintain a level of fitness compatible with personal goals and workplace demands.
4. Investigate healthy nutrition habits and practices as applied to energy, healthy body composition and overall health
5. Apply the stages of behaviour and other relevant theories to modify behaviour and practice willpower.

Essential Employability Skills (EES)

The student will reliably demonstrate the ability to*:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
4. Apply a systematic approach to solve problems.

7. Analyze, evaluate, and apply relevant information from a variety of sources.
11. Take responsibility for one's own actions, decisions, and consequences.

**There are 11 Essential Employability Skills outcomes as per the Ministry Program Standard. Of these 11 outcomes, the following will be assessed in this course.*

New Essential Skills (NES)

N/A

Global Citizenship and Equity (GC&E) Outcomes

The student will reliably demonstrate the ability to*:

2. Identify beliefs, values and behaviours that form individual and community identities and the basis for respectful relationships.

**There are 6 institutional Global Citizenship & Equity outcomes. Of these 6 outcomes, the following will be assessed in this course.*

Methods of Instruction

Lecture, lab, small group. This course can be delivered face-to-face or online.

Text and Other Instructional/Learning Materials

Text Book(s):

Lahey, Fit and Well Lahey, Fit and Well 13 978 97812641-6

Online Resource(s):

ebook

Lahey, Fit and Well 13 978 97812641-6

Material(s) Required for Completing this Course:

Lahey, Fit and Well Lahey 13 978 97812641-6

Evaluation Scheme

- ✦ Healthy Lifestyle Management Plan - Part A: Student completes online health survey (Vitality Compass Survey), diagnoses risk for illness and decreased longevity and then completes critical thinking questions.
- ✦ Test #1: Multiple Choice/Short Answer questions
- ✦ Test #2: Multiple Choice/Short Answer questions
- ✦ Labs/Discussion posts: Activities which may include, reflective thinking reports, discussions, group activities and surveys.
- ✦ Healthy Lifestyle Management Plan - Part B - OR - Instructor determined assessment: Students either re-take Vitality Compass Survey, compare results to their results in Vitality Compass A and complete Critical Thinking Questions - OR - Complete an instructor determined assessment that will demonstrate course learning and behaviour change.
- ✦ Final Test: Multiple Choice/Short Answer Questions.

Evaluation Name	CLO(s)	EES Outcome(s)	NES Outcome(s)	GCE Outcome(s)	Weight/100
Healthy Lifestyle Management Plan - Part A	3, 5	1, 4, 11		2	15
Test #1	1, 5	1, 4			15
Test #2	1, 5	1, 4		2	15
Labs/Discussion posts	1, 2, 3, 4, 5	1, 4, 7, 11		2	20
Healthy Lifestyle Management Plan - Part B - OR - Instructor determined assessment	3, 5	4, 7, 11		2	20
Final Test		4, 7, 11		2	15
Total					100%

If students are unable to write a test they should immediately contact their professor or program Associate Dean for advice. In exceptional and well documented circumstances (e.g. unforeseen family problems, serious illness, or death of a close family member), students may be able to write a make-up test.

All submitted work may be reviewed for authenticity and originality utilizing College approved plagiarism prevention software. Students who do not wish to have their work submitted to College approved plagiarism prevention software must, by the end of the second week of class, communicate this in writing to the instructor and make mutually agreeable alternate arrangements.

When writing tests, students must be able to produce official Centennial College photo identification or they may be refused the right to take the test or test results will be void.

Tests or assignments conducted remotely may require the use of online proctoring technology where the student's identification is verified and their activity is monitored and/or recorded, both audibly and visually through remote access to the student's computer and web camera. Students must communicate in writing to the instructor as soon as possible and prior to the test or assignment due date if they require an alternate assessment format to explore mutually agreeable alternatives.

Student Accommodation

The Centre for Accessible Learning and Counselling Services (CALCS) (<http://centennialcollege.ca/calcs>) provides programs and services which empower students in meeting their wellness goals, accommodation and disability-related needs. Our team of professional psychotherapists, social workers, educators, and staff offer brief, solution-focused psychotherapy, accommodation planning, health and wellness education, group counselling, psycho-educational workshops, adaptive technology, and peer support. Walk in for your first intake session at one of our service locations (Ashtonbee Room L1-04, Morningside Room 190, Progress Room C1-03, The Story Arts Centre Room 285, Downsview Room 105) or contact us at calcs@centennialcollege.ca, 416-289-5000 ext. 3850 to learn more about accessing CALCS services.

Use of Dictionaries

- Any dictionary (hard copy or electronic) may be used in regular class work.
- English-Additional Language (e.g. English-Chinese) or Additional Language-English (e.g. Russian-English) dictionaries may be used in regular class work.
- Dictionary use is not permitted in test or examination settings.
- Any dictionary (hard copy or electronic) may be used in regular class work.

Program or School Policies

School Of Advancement Policy For Missed Tests And Late Assignments

Students who have missed a test and present documented evidence of their absence upon returning to class are permitted to do an alternative assessment, typically completing the assessment within two weeks of returning to class. Students are strongly advised to contact the professor before the scheduled test date. Students who do not contact the professor within 24 hours of the missed class and do not present documented evidence will receive a mark of zero for the assessment. Make-up assessments will not be given.

Assignments are due on their due dates. Students who are unable to submit an out-of-class assignment on the day it is due must inform the professor on or before the due date. A mark of 10% will be deducted for each day past the due date unless an alternate due date has been negotiated. A hard copy of the assignment should be presented to the professor for grading and feedback; however, an electronic copy may first be submitted as proof that the work has been completed. There will be no make-up assignments.

It is the student's responsibility to keep track of all returned assignment and test / exam marks.

Course Policies

N/A

College Policies

Students should familiarize themselves with all College Policies that cover academic matters and student conduct.

All students and employees have the right to study and work in an environment that is free from discrimination and harassment and promotes respect and equity. Centennial policies ensure all incidents of harassment, discrimination, bullying and violence will be addressed and responded to accordingly.

Academic Honesty

Academic honesty is integral to the learning process and a necessary ingredient of academic integrity. Forms of academic dishonesty include cheating, plagiarism, and impersonation, among others. Breaches of academic honesty may result in a failing grade on the assignment or course, suspension, or expulsion from the college. Students are bound to the College's AC100-11 Academic Honesty and Plagiarism policy.

To learn more, please visit the Libraries information page about Academic Integrity

<https://libraryguides.centennialcollege.ca/academicintegrity> and review Centennial College's Academic Honesty Module:

https://myappform.centennialcollege.ca/centennial/articulate/Centennial_College_Academic_Integrity_M

odule_%202/story.html

Use of Lecture/Course Materials

Materials used in Centennial College courses are subject to Intellectual Property and Copyright protection, and as such cannot be used and posted for public dissemination without prior permission from the original creator or copyright holder (e.g., student/professor/the College/or third-party source). This includes class/lecture recordings, course materials, and third-party copyright-protected materials (such as images, book chapters and articles). Copyright protections are automatic once an original work is created, and applies whether or not a copyright statement appears on the material. Students and employees are bound by College policies, including AC100-22 Intellectual Property, and SL100-02 Student Code of Conduct, and any student or employee found to be using or posting course materials or recordings for public dissemination without permission and/or inappropriately is in breach of these policies and may be sanctioned.

For more information on these and other policies, please visit www.centennialcollege.ca/about-centennial/college-overview/college-policies.

Students enrolled in a joint or collaborative program are subject to the partner institution's academic policies.

PLAR Process

This course is eligible for Prior Learning Assessment and Recognition (PLAR). PLAR is a process by which course credit may be granted for past learning acquired through work or other life experiences. The PLAR process involves completing an assessment (portfolio, test, assignment, etc.) that reliably demonstrates achievement of the course learning outcomes. Contact the academic school to obtain information on the PLAR process and the required assessment.

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Topical Outline (subject to change):

ORIGINAL TOPICAL

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
1	Introduction to Wellness, Fitness And Lifestyle Management	1. Chapter 1 2. eCentennial documents	1. Explore the meaning(s) of wellness, fitness and exercise, and its relationship to the broader concept of the Wellness/Worseness Continuum. 2. Describe the dimensions of wellness and the behaviours that are part of a wellness lifestyle. 3. Describe the leading health problems in Canada and how they affect life expectancy versus healthy life expectancy.	Course overview by faculty. Content presentation/discussion Discussion Board (personal introduction - not assessed)		
2	Behaviour Management	1. Chapter 1 2. eCentennial documents	1. Assess current health habits and choose a target behaviour for change. 2. Explore willpower and create strategies to improve it. 3. Explain, apply and present stages of behaviour change management (e.g. transtheoretical model) that facilitates the process of change. 4. Describe and apply SMART goal setting in the process of behaviour change.	Content presentation/discussion Intro Lab #1 (includes 1.1 and 1.2). Introduce/review upcoming assignment, Healthy Lifestyle Management Plan: Part A	Optional Discussion Board.	
3 & 4	Stress Management	1. Chapter 12 2. eCentennial documents	1. Explain what stress is and how people react to it—physically, emotionally and behaviourally. 2. Explain basic psychophysiology of relaxation response and practice relaxation techniques. 3. Describe the relationship between stress and disease.	Content presentation/discussion .	Lab #1 due (5%) Optional Discussion Board	
5 & 6	Body Composition	1. Chapter 6 2. eCentennial documents	1. Explain how body composition affects overall health and wellness. 2. Define fat-free mass and body fat, and describe their functions in the body. 3. Explain metabolism and its role in maintaining healthy weight.	Content presentation/discussion .	Healthy Lifestyle Management Plan: Part A due (15%)	

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
7 & 8	Nutrition	1. Chapter 7 2. eCentennial documents	1. Identify the role essential nutrients play in the body and sources for these nutrients. 2. Analyze Canada's Food Guide principles in relation to common dietary concerns. 3. Describe guidelines to for healthy eating and explain how to interpret food labels to make informed choices about food.	Test #1 includes multiple choice, true/false and short answer questions. Content presentation/discussion Intro Lab #2 (Part A: Nutrition Journal and Part B: Reflection)	Test #1 (15%) (Note: Test #1 is in Week 5 and covers content from Weeks 1-4) Lab #2A: Nutrition Journal (2%) due Week 6.	
9	Cardiorespiratory Health	1. Chapter 10 2. eCentennial documents	1.Explain cardiorespiratory terms and list the major effects and benefits of cardiorespiratory exercise for all ages. 2. Describe how the body produces energy it needs for exercise. 3. Design a FITT plan for aerobic for safely beginning and progressing in an aerobic fitness program.	Content presentation/discussion Lab #3: Creating a Cardiorespiratory Program. Review Assessment: Healthy Lifestyle Management Plan: Part B due Week 12.	Lab #3 due (5%)	
10	Muscular Strength and Endurance	1. Chapter 4 2. eCentennial documents	1. Create a cost effective muscle conditioning program. 2. Develop a FITT plan for a personal muscle conditioning program that applies sound training principles and meets your fitness objectives.	Content presentation/discussion Lab #4: Muscular Endurance - How Strong Are You? Optional Discussion Board	Lab #4 due (5%)	
11	Principles of Fitness	1. Chapter 2 2. eCentennial documents	1. Identify the components of physical fitness. 2. Explain the principles of physical training and how each principle affects overall health and well-being. 3. Outline the benefits of being physically fit.	Content presentation/discussion Optional Discussion Board	Lab #2B: Nutrition Reflection due (3%) Optional Discussion Board	

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
12	Flexibility and Low-Back Health	1. Chapter 5 2. eCentennial documents	1. Identify the practical benefits of flexibility and different stretching exercises. 2. List the factors that affect joint flexibility for major joints in the body. 3. Explain how low back pain can be prevented and managed.	Test #2 includes multiple choice, true/false and short answer questions. Content presentation/discussion .	Test #2 (15%) (weeks 5-8 content)	
13	Course review	eCentennial	Course discussion/review.	Review of course content/discussion.		
14	Test #3	Test #3	Test #3	Test #3 includes multiple choice, true/false and short answer questions.	Test #3 (15%) (covers weeks 9-12 content)	