

**UNIVERSITY OF GUELPH**  
**DEPARTMENT OF FAMILY RELATIONS AND APPLIED NUTRITION**  
**FRHD\*1100 LIFE: HEALTH & WELL-BEING**

**COURSE OUTLINE FALL 2016**

**Scheduled Class Time:** Tuesday evening from 7:00 pm to 9:50 pm  
**Class Location:** ROZH 101

**Instructor:** Robin Milhausen [rmilhaus@uoguelph.ca](mailto:rmilhaus@uoguelph.ca)  
**Office Location:** MINS 227C  
**Office Hours:** Office hours are every Wednesday from 2 to 3pm

**Teaching Assistants:** **Jennifer Meunier** [jmeunier@uoguelph.ca](mailto:jmeunier@uoguelph.ca)  
**Judy Lui** [luij@uoguelph.ca](mailto:luij@uoguelph.ca)  
**Andrea LaMarre** [alamarre@uoguelph.ca](mailto:alamarre@uoguelph.ca)  
**Sarah Head** [heads@uoguelph.ca](mailto:heads@uoguelph.ca)

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***Calendar Description:***

This course integrates the theory, application and research of various aspects of health-related topics across the lifespan, emphasizing relevance to the lives of young adults.

This course was designed with YOU in mind! Every topic and assignment was created with your mental, physical, emotional, social, and relational health in mind, and to help you develop skills which will facilitate your success at university. So, read the book, come to class, participate on the website, and complete the assignments – and improve your health and wellbeing!

***Course Learning Outcomes:*** On completion of this course students will:

1. Identify the connections between science and practice in interdisciplinary lifespan research; recognising the linkages between theory, research and application.
2. Explain the relationship between social context, diet and physical activity in the development of health and well-being.
3. Identify the components of healthy emotional development and the supportive conditions necessary to develop and sustain optimum psychological and relationship health.
4. Ask questions about the influence of social locations (gender, class, race, ethnicity... ) on the development of health and well-being.
5. Reflect upon the ways that course content integrates with personal experience; making connections between research in key substantive domains and their own lived experiences as young adults.

***Course Organization:*** Class times are divided between “Meet-ups” (where members of the campus community come for 10 minutes to talk about resources available to support your wellness), lectures, and guest speakers (we will have 4 on key topics, see course schedule for info). Lectures will be engaging, interactive, and full of information you can use right away in supporting your health while at university and beyond! Google hangouts and Courselink discussion boards will provide assistance with assignments and an opportunity to chat with other students, the TAs, and the instructor.

It is a useful rule of thumb to consider that for every hour spent in the lecture, one hour will be spent in in course activities, i.e., reading the textbook, working on assignments, exam preparation, etc.

**Course Schedule:** A comprehensive schedule of reading, description of all assignments and due dates are found on the last page of this course outline.



Hales, D., & Lauzon, L. (2015). *An invitation to health*. (Fourth Canadian Edition). Toronto, Ontario: Nelson Education

## **How do you earn your grades?**

### **Major Assignment**

**40%**

Students will work individually to complete assigned tasks that facilitate the development of critical reflection, information literacy, and academic writing.

Students will find an online article which makes a health claim, find journal articles which support or refute this claim, and complete a small writing assignment based on the article. Detailed instructions are found in the content section of the course website. **Students will earn a grade for each of the following:**

**1. Keyword Search (Due October 11) 15%**

Each student will search for 5 peer reviewed journal articles that relate to the claims made in the online article.

**2. Short Paper (Due November 11) 25%**

Each student will summarise one academic article from those found in the literature search and relate it to the online article and other course materials. Students are required to use APA style.

### **Midterm Exam – Multiple Choice**

**25%**

Students will be tested on lecture material and readings up to (including) Oct. 18.

### **Final Examination - Multiple Choice**

**35%**

Students will be tested on lecture material and readings after (and including) Nov. 1. The Final exam is scheduled for December 13 at 8:30am. Ensure you do not have an exam conflict.

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This is important: After you receive a grade, check the course website to make sure the mark you received is the same as the one posted online. Any inquiry or dispute over the test scores or other grades must be made **within two weeks** after they are posted. If you fail to protest any grade during this time limit, changes to the posted score will not be made.

Grades will be based on the Grading Procedures outlined in the Undergraduate Calendar.

**Personal Disclosure:** Learning is often enhanced by exploring the interface between personal experience and professional experience, theory, and research. The class is interactive, with opportunity for participation and discussion. Discussion can also occur online. Students are encouraged to thoroughly explore this interface. Generally, students should only reveal as little or as much information as they are comfortable sharing with faculty, teaching assistants, and fellow students. The evaluation of student performance is not dependent upon student disclosure of personal information.

In order to create a safe learning environment, students are required to show tolerance for the viewpoints of others. Any abuse, attacks, acts of ridicule, profane language, harassment, etc., online or in the classroom, will not be tolerated.



### ***Your Responsibilities:***

1. Come to class with an open mind and a non-judgemental stance.
2. Be prepared for every class by doing all required readings
3. Be respectful of other students and guest speakers.
4. Come to class on time and stay until the end of the class period.
5. Check the course website every 48 hours before class for important announcements, supplementary readings etc.
6. Within 2 weeks of grade postings, check the course website and email the professor to question any grades or correct any potential errors (otherwise posted grade will stand).
7. Use the course website to communicate with other students and the instructor.
8. Complete course requirements with integrity.

### ***My Responsibilities:***

1. Create a course curriculum that exposes students to current, topical issues related to health and wellbeing.
2. Be prepared for every class.
3. Be available to communicate with students about course content or assignments.
4. Respond to email messages within 72 hours between Monday and Friday.

### ***When you need help...***

#### ***Go Online:***

The *Question Forum*, found within the course website (Courselink), allows students to post questions or concerns related to course content or assignments. Post all of your questions here for the fastest answers, and check here first as someone else may have had the same question already. The professor, Teaching Assistants, as well as fellow students can respond to questions as they arise. Please check this forum regularly.

When questions or concerns of a more personal or individual nature arise, students can send email correspondence to the professor at [rmilhaus@uoguelph.ca](mailto:rmilhaus@uoguelph.ca). Due to the volume of email received, it is vital that students put **FRHD\*1100** in the **subject line**. Failure to do so could result in a delayed response. Please use an appropriate greeting followed by the instructor's correct name and address preference. For example: Hi Professor Milhausen, or Dear Professor will do. Messages without a greeting, personal address or greetings in your message like "hey you", "hey" or a form of demand are unprofessional. I will respond to emails within 72 hours.

**The Question Forum should be the first place you go with questions, myself (the instructor) the second, and your TA's last.**

#### **E-mail Communication**

As per university regulations, all students are required to check their <[mail.uoguelph.ca](mailto:mail.uoguelph.ca)> e-mail account regularly: e-mail is the official route of communication between the University and its students. Please use your U of G email address to write the professor or TA's.

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## Help Sources (contd.)

### Visit the library:

Conducting academic research is not the same as doing research for an essay in high school. Throughout your time at the University of Guelph you will be expected to access and read the relevant *scholarly literature*. These are skills you will begin to learn in this course. Support is available by chat, email, phone or an in-person visit to the Library. <http://www.lib.uoguelph.ca/ask-us/>

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### Call Learning and Writing Services:

Specially-trained Peer Helpers and professional staff in Learning and Writing Services can help you achieve your academic goals. Get personalized assistance in appointments or walk-in sessions, or stop by the Learning Commons (1st Floor Library) for free handouts and workshop information. Visit us online [www.learningcommons.uoguelph.ca](http://www.learningcommons.uoguelph.ca) or call ext. 53632.

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### Visit Student Accessibility Services:

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services as soon as possible (ext. 56208).

## When you cannot meet course requirements...

**The Keyword Search and Final Paper assignment** will be accepted up to one week following the due date and with a **penalty of 10% (e.g. 78% - 10% = 68%)**. So, if you think you can earn a better grade by taking some extra time, do it. You don't need to email the professor or your TA. Submit your assignment to the late drop box on the course website within one week of the due date. No questions asked.

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the undergraduate calendar for information on regulations and procedures for Academic Consideration: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

### Drop Date

The last date to drop one-semester courses, without academic penalty, is Friday, November 4. For regulations and procedures for Dropping Courses, see the Undergraduate Calendar: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

### Other Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs: <http://www.uoguelph.ca/registrar/calendars/index.cfm?index>

### **Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. *TurnItIn may be used in this course for Assignments 1 and 2.*

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

**Academic Integrity:** There are particular issues related to web-based learning such as: copying someone else's post, copying from websites, "spoofing" or pretending to be someone else (logging in with someone else's identity). Any of these or other fraudulent actions will be considered academic misconduct and subject to penalty. Please refer to the following web site on Academic Integrity. <http://www.academicintegrity.uoguelph.ca/>

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Date	Topic	Guests	Read Chapters:	Working on now...	Deadlines
Sept. 13	Introduction Health and Wellness Transition to University Research, Theory, and Practice	Meet: Allison Burnett <i>Student Health Services</i>	1 & 13	Explore Course website Read and make study notes for Chapters 1 and 13	
Sept. 20	Campus Resources  Personal Stress Management	Meet: <i>Centre for New Students Counselling Services</i>  Kathy Somers <i>Stress Management</i>	3	Search for a celebrity health claim for Assignments 1 and 2 Read and make study notes on Chapter 3	
Sept. 27	Psychosocial Health Time Management  Navigating the Library System	Meet: <i>Writing Services Accessibility Services</i>  Robin Bergart <i>Library</i>	2	Begin key word search – find 5 articles Read and make study notes on Chapter 2	
Oct. 4	Physical Activity	Lynne Skilton-Hayes <i>Athletics</i>	4	Begin completing chart for Assignment 1 Read and make study notes on Chapter 4	
Oct. 11	Fall Break – no class			Complete and submit Assignment 1 Combine study notes for all chapters and review	Keyword search Paper due October 11 <sup>th</sup> 11:59
Oct. 18	Alcohol and Tobacco Use Review for midterm		12	Read and make study notes on Chapter 12 Review all study notes using active strategies ☺ Review Assignment 2 guidelines	
Oct. 25	<b>Midterm Exam</b>		All reading & lectures to date	Select article for Assignment 2, Draft Statement of Purpose	7:00pm: A to K 8:30pm: L to Z
Nov. 1	Drug Use		11	Read and make study notes on Chapter 11 Write introduction for Assignment 2 and summarize your article	
Nov. 8	Social Support, Relationships, & Communication	Meet: <i>Wellness Education Centre</i>	Chpt. 7 & pgs 383-389	Read and make notes on Chapter 7 Finish your second Assignment	Final Paper Due November 11 <sup>th</sup> , 11:59
Nov. 15	Sexuality	Meet: <i>GRCGED</i>	8	Read and make notes on Chapter 8	
Nov. 22	Personal Nutrition	Lindzie O'Reilly Registered Dietician, <i>Student Health Services</i>	5 & 6	Read and make notes on Chapters 5 and 6	
Nov. 29	Working Toward a Healthy Environment Spirituality	Meet: <i>OPIRG</i>	16 & 17	Read and make notes on Chapter 16 and 17 Combine study notes and review	
Thurs. Dec.1	Ending Activities Review			Study!!	<b>Final Exam: Dec. 13, 8:30-10:30</b>

