



FRHD*1100 Life: Health and Well-Being

Fall 2025

Section: DE01

Department of Family Relations and Applied Nutrition

Credit Weight: 0.50

Course Details

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.

Pre-Requisite(s): None

Co-Requisite(s): None

Restriction(s): This is a Priority Access Course. Some restrictions may apply during some time periods.

Method of Delivery: Distance Education (asynchronous online)

Instructional Support

Instructor

Robin Milhausen

Email: rmilhaus@uoguelph.ca

Office: MINS Building, Room 227C

Prof. Milhausen is a faculty member in the Department of Family Relations and Human Sexuality. She is a sexuality, health, and relationships researcher and a registered psychotherapist with the College of Registered Psychotherapists of Ontario. She is passionately committed to supporting health and wellbeing in emerging adults and really looking forward to teaching this course! Looking forward to meeting all of you this semester!

Office Hours via Microsoft Teams: Students may opt to drop into office hours on Tuesdays from 1 to 2pm beginning on the first day of the semester. You can also email to make an

appointment at other times. Please note that further details will be posted in the **Announcements**. See also **Communicating with Your Instructor**.

Learning Resources

Required Textbook

Title: An Invitation to Health

Author(s): Tunks, L. and Lauzon, L.

Edition / Year: 7th Edition / 2025

Publisher: Cengage

ISBN: The MindTap ISBN 9781778413216 includes full access to the eBook.

Cost of Textbook and Learning Resources

You need the Mindtap version with the embedded quizzes as these are account for a portion of your grade. You can purchase it directly from Cengage here: <https://www.cengage.ca/c/mindtap-instant-access-multi-term-for-tunk-s-an-invitation-to-health-7e-7e-hales-lauzon/9781778413216/> for \$99.95. You can also purchase it at the University Bookstore and Campus Co-Op bookstore for the same price.

The prices in other locations may differ from that at the bookstore and prices at the bookstore are subject to change.

For more information about the textbook and how to access the online resources for our course, see: https://www.cengage.com/coursepages/University_FRHD1100F25

Course Website

[CourseLink](#) (powered by D2L's Brightspace) is the course website and will act as your classroom. It is recommended that you log in to your course website every day to check for announcements, access course materials, and review the weekly schedule and assignment requirements.

<https://courselink.uoguelph.ca/shared/login/login.html>

Ares

For this course, you may be required to access course reserve materials through the University of Guelph McLaughlin Library. To access these items, select **Ares** on the navbar in CourseLink. Note that you will need your Central Login ID and password in order to access items on reserve.

For further instructions on accessing reserve resources, visit [How to Get Course Reserve Materials](#).

If at any point during the course you have difficulty accessing reserve materials, please contact the e-Learning Operations and Reserve Services staff at:

Tel: 519-824-4120 ext. 53621

Email: libres2@uoguelph.ca

Location: McLaughlin Library, First Floor, University of Guelph

<https://www.lib.uoguelph.ca/find/course-reserves-ares>

Learning Outcomes

Course Learning Outcomes

By the end of this course, you should be able to:

1. Describe traditional and contemporary views of, and research on, health and wellness concepts, including mental, emotional, nutritional, physical, social, environmental, and spiritual dimensions;
 2. Identify and evaluate values, attitudes, behaviours, and lifestyle changes that impact health and wellbeing;
 3. Provide examples of how the dimensions of wellness are interconnected, as well as how they are connected to overall personal health and wellbeing;
 4. Identify and access health and wellness services and resources, on and off campus;
 5. Develop strategies to support your current and ongoing personal health, wellness and academic success.
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Teaching and Learning Activities

Method of Learning

This course will use a modular approach where you will learn about various issues on health and wellness. The units include activities, videos, and thought-provoking questions to stimulate your learning related to the unit content.

Course Structure

This course is divided into 12 distinct units.

- Unit 01 Introduction to Health and Wellness
- Unit 02 Transition to University
- Unit 03 Psychosocial Health (Mental Health)
- Unit 04 Personal Stress Management
- Unit 05 Alcohol and Tobacco Use

- Unit 06 Drug Use and Misuse
- Unit 07 Personal Nutrition
- Unit 08 Physical Activity for Fitness and Health
- Unit 09 Social Support and Relationships
- Unit 10 Gender, Sexuality and Sexual Health
- Unit 11 Environmental Health
- Unit 12 Spiritual Health

Expectations

The online material for each unit has been designed to complement the textbook reading. Be aware, however, that not all of the assigned chapter reading will reappear in the online material. Likewise, there will be some vital information in the unit online material that will not be covered in the textbook. **You need to do the readings of the assigned chapters before you engage with the online material that is provided in the units.**

Each unit is made up of two to three major topic sections and will use several tools to communicate the subject matter of this course, including instructional text, learning activities, diagrams/charts, pictures/visuals, and academic readings. The typical structure of each unit will be comprised of several sections, including:

- **Unit Introduction and Learning Outcomes:** You should begin every unit by reading this section. The introduction sets the stage for the unit and the outcomes will help guide your efforts as you work your way through the unit. In addition, an interactive activity, **Test Your Knowledge**, aims to get you thinking about some of the concepts you have just learned. The activity is replete with references that you are encouraged to visit and to learn more about the concepts. The references are located below the activity, “Review Primary Sources Cited in Your Knowledge Activity.”
- **Unit Content:** After reading the required Chapter, review the instructor’s notes on the key issues in the unit to guide you through the learning process. These notes are organized in a thematic fashion and broken down into 2-3 major topics. Typically, the last section refers specifically to health information targeted to university students.
- **Unit Flashcards:** The collection of flashcards is centered around the key concepts of the Unit. By Clicking on the flashcards will turn them over. This is optional but a way to help you remember the key definitions. Note: There are no flashcards for Unit 02, as there are no readings for Unit 2.
- **Unit Conclusion:** This section reviews the main ideas and key take-away points of the unit. At the end of this section, you will find a list of the sources cited in the unit. You are encouraged to review the sources for further reading.

There will be reoccurring activities in each unit. One such activity will be **Reflection Break Activity**. Pay attention to this “green” callout box, as the questions/resources provided will help you think about the readings and materials you have just reviewed and apply them to your context. These activities take the form of reflections and are designed to help you gauge understanding of the materials covered in the unit. For each unit in which there is a “reflection break” activity, you are encouraged to complete it, using the questions provided as a guide. While these activities are **not** graded, your engagement in these exercises may help you verify knowledge and reflect on your learning experience towards meeting the learning outcomes.

You will also find a number of embedded videos throughout the course. They aim to offer visual case scenarios and/or other relevant information that are directly or indirectly related in support of unit content.

Schedule

It is strongly recommended that you follow the course schedule provided below. The schedule outlines what you should be working on each week of the course and lists the important due dates for the assessments. By following the schedule, you will be better prepared to complete the assessments and succeed in this course.

Unit 01: Introduction to Health and Wellness

Week 1 – Thursday, September 4 to Sunday, September 14

Readings

- Textbook: Chapter 1
- Website: Unit 01

Activities

- Familiarize yourself with the course website and online learning by selecting **Help & Resources** on the navbar
- Review **Outline** and **Assessments** on the course website to learn about course expectations, assessments, and due dates
- **Course Scavenger Hunt Quiz**: check your understanding of the course outline, assessments, and CourseLink
- Complete Relevant Activities (e.g., Test Your Understanding, Reflection Breaks) given in Unit 1

Assessments

- Complete the “Concept Checks” and Chapter Quizzes on Mindtap
- **Week 1 Discussion: Introductions** (Not graded but mandatory)
Opens: Monday, September 4 at 12:01 am ET
Closes: Sunday, September 14 at 11:59 pm ET

Unit 02: Transition to University

Week 2 – Monday, September 15 to Sunday, September 21

Readings

- Textbook: None
- Website: Unit 02

Activities

- Complete Relevant Activities (e.g., Test Your Understanding, Reflection Breaks) given in Unit 2

Assessments

- None this week

Unit 03: Psychosocial Health (Mental Health)

Week 3 – Monday, September 22 to Sunday, September 28

Readings

- Textbook: Chapter 2
- Website: Unit 03

Activities

- Complete Relevant Activities (e.g., Test Your Understanding, Reflection Breaks) given in Unit 3

Assessments

- Complete the “Concept Checks” and Chapter Quizzes on Mindtap
- **Pre-Course Wellness Assessment and Reflection**
Due: Friday, September 26 at 11:59 pm ET

Unit 04: Personal Stress Management

Week 4 – Monday, September 29 to Sunday, October 5

Readings

- Textbook: Chapter 3
- Website: Unit 04

Activities

- Complete Relevant Activities (e.g., Test Your Understanding, Reflection Breaks) given in Unit 4

Assessments

- Complete the “Concept Checks” and Chapter Quizzes on Mindtap
- **Week 4 Discussion: Personal Stress Management and Transition to University** (graded)
Opens: Monday, September 29 at 12:01 am ET
Closes: Sunday, October 5 at 11:59 pm ET

Unit 05: Alcohol and Tobacco Use

Week 5 – Monday, October 6 to Friday, October 10

Note: This is a shortened week due to the Fall Study days. Please carefully note any due dates.

Readings

- Textbook: Chapter 12
- Website: Unit 05

Activities

- Complete Relevant Activities (e.g., Test Your Understanding, Reflection Breaks) given in Unit 5

Assessments

- Complete the “Concept Checks” and Chapter Quizzes on Mindtap

Unit 06: Drug Use and Misuse

Week 6 – Wednesday, October 15 to Sunday, October 19

Note: This is a shortened learning week due to the Winter Study break. Please note the due dates carefully.

Readings

- Textbook: Chapter 11
- Website: Unit 06

Activities

- Complete Relevant Activities (e.g., Test Your Understanding, Reflection Breaks) given in Unit 6

Assessments

- Complete the “Concept Checks” and Chapter Quizzes on Mindtap

Unit 07: Personal Nutrition

Week 7 – Monday, October 20 to Sunday, October 26

Readings

- Textbook: Chapters 5 and 6
- Website: Unit 07

Activities

- Complete Relevant Activities (e.g., Test Your Understanding, Reflection Breaks) given in Unit 7

Assessments

- Complete the “Concept Checks” and Chapter Quizzes on Mindtap
- **Week 7 Discussion: Personal Nutrition** (graded)
Opens: Wednesday, October 20 at 12:01 am ET
Closes: Sunday, October 26 at 5:30 pm ET

Unit 08: Physical Activity for Fitness and Health

Week 8 – Monday, October 27 to Sunday, November 2

Readings

- Textbook: Chapter 4
- Website: Unit 08

Activities

- Complete Relevant Activities (e.g., Test Your Understanding, Reflection Breaks) given in Unit 8

Assessments

- Complete the “Concept Checks” and Chapter Quizzes on Mindtap

Unit 09: Social Support and Relationships

Week 9 – Monday, November 3 to Sunday, November 9

Readings

- Textbook: Chapters 7 and 14
- Website: Unit 09

Activities

- Complete Relevant Activities (e.g., Test Your Understanding, Reflection Breaks) given in Unit 9

Assessments

- Complete the “Concept Checks” and Chapter Quizzes on Mindtap

- **Week 9 Discussion: Social Support, Relationships, and Communication (Graded)**
Opens: Monday, November 3 at 12:01 am ET
Closes: Sunday, November 9 at 11:59 pm ET

Unit 10: Gender, Sexuality and Sexual Health

Week 10 – Monday, November 10 to Sunday, November 16

Readings

- Textbook: Chapter 8
- Website: Unit 10

Activities

- Complete Relevant Activities (e.g., Test Your Understanding, Reflection Breaks) given in Unit 10

Assessments

- Complete the “Concept Checks” and Chapter Quizzes on Mindtap

Unit 11: Environmental Health

Week 11 – Monday, November 17 to Sunday, November 23

Readings

- Textbook: Chapter 16
- Website: Unit 11

Activities

- Complete Relevant Activities (e.g., Test Your Understanding, Reflection Breaks) given in Unit 11

Assessments

- Complete the “Concept Checks” and Chapter Quizzes on Mindtap
- **Post-Course Wellness Assessment and Reflection**
Due: Sunday, November 23rd at 11:59 pm ET

Unit 12: Spiritual Health

Week 12 – Monday, November 24 to Friday, November 28

Readings

- Textbook: Chapter 17

- Website: Unit 12

Activities

- Complete Relevant Activities (e.g., Test Your Understanding, Reflection Breaks) given in Unit 12

Assessments

- Complete the “Concept Checks” and Chapter Quizzes on Mindtap

Assessments

The grade determination for this course is indicated in the following table. A brief description of each assessment is provided below. Select **Content** on the navbar to locate **Assessments** in the table of contents panel to review further details of each assessment. Due dates can be found under the Schedule heading of this outline.

Table 1: Course Assessments

Assessment Item	Weight	Learning Outcomes
Pre Wellness Assessment and Reflection (Week 3)	15%	2, 4, 5
Post Wellness Assessment and Reflection (Week 11)	20%	2, 4, 5
Online Discussions (4 weeks, 3 graded x 15%)	45%	2, 3, 4, 5
Concept Checks (spread across all chapter readings, embedded in online textbook)	5%	1, 2, 3, 5
Chapter Quizzes (11 weeks with one free miss – 10 x 1.5%)	15	
Total	100%	

Assessment Descriptions

Pre/Post Wellness Assessment and Reflection (Week 3, 15% and Week 11, 20%)

The purpose of this assignment is for you get an overview of your current wellness at two points in time, at the beginning of the semester, and at the end. The first reflection allows you to see your starting point related to the dimensions of wellness and will give you the opportunity to reflect on wellness goals (you will be learning about SMART GOALS) you may have for the semester. The final reflection provides an opportunity for

you to reflect on the content of the course and how it relates to your personal wellness, assessing whether and how your wellness improved or declined since the beginning of the semester, and what your future strategies are to support your wellness. These reflections are individual assessments. See the Assessments tab for a detailed description of these assignments, formatting requirements, and the grading rubrics.

Online Discussions (45% - 3 x 15%)

A key component of this course is the online discussions. These enable you to stay connected to course material and to create a supportive learning community with your classmates. The collaborative nature of online discussions enables you to learn from each other and to consolidate your own course specific knowledge.

There will be four (4) online discussions, each focusing on specific topic. The Week 1 Discussion is an ungraded discussion for group introductions and setting ground rules for online discussions. Your contributions and participation will be graded in the other THREE (3) discussions. You will be assessed on the timeliness of your responses, as well as the depth and breadth of answer(s) and how well you incorporate the course material with the discussion topics.

The questions for each discussion are posted to respective discussion forums:

1. Week 1 Discussion: Introductions (not graded, but mandatory)
2. Week 4 Discussion: Personal Stress Management and Transition to University (graded)
3. Week 7 Discussion: Personal Nutrition (graded)
4. Week 9 Discussion: Social Support, Relationships, and Communication (graded)

Concept Checks and Chapter Quizzes (20% (5% for Concept Checks and 15% for Chapter Quizzes))

In each chapter of the online textbook, there are short quizzes throughout the content to check your knowledge and understanding. At the end of each chapter there is a final quiz. These quizzes are a required part of the course, to be sure you are reading the content and making meaningful connections.

Technology Requirements and Technical Support

CourseLink System Requirements

You are responsible for ensuring that your computer system meets the necessary [system requirements](#). Use the [browser check](#) tool to ensure your browser settings are compatible and up to date. (Results will be displayed in a new browser window).

<https://opened.uoguelph.ca/student-resources/system-and-software-requirements>

<https://courselink.uoguelph.ca/d2l/systemCheck>

Microsoft Teams Requirements

This course may use **Microsoft Teams** as a video communication tool. A Webcam, a microphone, and headphones/speakers may be needed. Review to ensure that your computer meets the technical requirements.

<https://support.microsoft.com/en-us/office/system-requirements-for-teams-for-personal-use-dae0234b-839c-4f85-ae75-d14ad2baa978>

Zoom Requirements

This course may use **Zoom** as a video communication tool. A Webcam, headphones/speakers may be needed. Review the [Zoom information for students \(uoguelph\)](#) to ensure that your computer meets the technical requirements.

<https://support.opened.uoguelph.ca/students/courselink/tools/content/zoom>

Technical Skills

As part of your online experience, you are expected to use a variety of technology as part of your learning:

- Manage files and folders on your computer (e.g., save, name, copy, backup, rename, delete, and check properties);
- Install software, security, and virus protection;
- Use office applications (e.g., Word, PowerPoint, Excel, or similar) to create documents;
- Be comfortable uploading and downloading saved files;
- Communicate using email (e.g., create, receive, reply, print, send, download, and open attachments);
- Navigate the CourseLink learning environment and use the essential tools, such as **Dropbox**, **Quizzes**, **Discussions**, and **Grades** (the instructions for this are given in your course);
- Access, navigate, and search the Internet using a web browser (e.g., Firefox, Internet Explorer); and
- Perform online research using various search engines (e.g., Google) and library databases.

Technical Support

If you need any assistance with the software tools or the CourseLink website, contact CourseLink Support.

CourseLink Support

University of Guelph
Day Hall, Room 211
Email: courselink@uoguelph.ca
Tel: 519-824-4120 ext. 56939
Toll-Free (CAN/USA): 1-866-275-1478

Walk-In Hours (Eastern Time):
Monday thru Friday: 8:30 am–4:30 pm

Phone/Email Hours (Eastern Time):
Monday thru Friday: 8:30 am–8:30 pm
Saturday: 10:00 am–4:00 pm
Sunday: 12:00 pm–6:00 pm

Standard Statements for Online Courses

Acceptable Use

The University of Guelph has an [Acceptable Use Policy](#), which you are expected to adhere to.

<https://www.uoguelph.ca/ccs/infosec/aup>

Communicating with Your Instructor

During the course, your instructor will interact with you on various course matters on the course website using the following ways of communication:

- **Announcements:** The instructor will use **Announcements** on the Course Home page to provide you with course reminders and updates. Please check this section frequently for course updates from your instructor.
- **Ask Your Instructor Discussion:** Use this discussion forum to ask questions of your instructor about content or course-related issues with which you are unfamiliar. If you encounter difficulties, the instructor is here to help you. Please post general course-related questions to the discussion forum so that all students have an opportunity to review the response. To access this discussion forum, select **Discussions** from the **Tools** dropdown menu.
- **Email:** If you have a conflict that prevents you from completing course requirements, or have a question concerning a personal matter, you can send your instructor a private message by email. The instructor will respond to your email within 72 hours.

Netiquette Expectations

For distance education courses, the course website is considered the classroom and the same protections, expectations, guidelines, and regulations used in face-to-face

settings apply, plus other policies and considerations that come into play specifically because these courses are online.

Inappropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include:

- Posting inflammatory messages about your instructor or fellow students;
- Using obscene or offensive language online;
- Copying or presenting someone else's work as your own;
- Adapting information from the Internet without using proper citations or references;
- Buying or selling term papers or assignments;
- Posting or selling course materials to course notes websites;
- Having someone else complete your quiz or completing a quiz for/with another student;
- Stating false claims about lost quiz answers or other assignment submissions;
- Threatening or harassing a student or instructor online;
- Discriminating against fellow students, instructors, and/or TAs;
- Using the course website to promote profit-driven products or services;
- Attempting to compromise the security or functionality of the learning management system;
- Sharing your username and password; and
- Recording lectures without the permission of the instructor.

Submission of Assignments to Dropbox

All individual written assignments for this course should be submitted electronically via the online **Dropbox** tool. When submitting your assignments using the **Dropbox** tool, do not leave the page until your assignment has successfully uploaded. To verify that your submission was complete, you can view the submission history immediately after the upload to see which files uploaded successfully. The system will also email you a receipt. Save this email receipt as proof of submission.

Be sure to keep a back-up copy of all of your assignments in the event that they are lost in transition. In order to avoid any last-minute computer problems, your instructor strongly recommend you save your assignments to a cloud-based file storage (e.g., Google Docs), or send to your email account, so that should something happen to your computer, the assignment could still be submitted on time or re-submitted.

It is your responsibility to submit your assignments on time as specified on the Schedule. Be sure to check the technical requirements and make sure you have the proper computer, that you have a supported browser, and that you have reliable Internet

access. Remember that **technical difficulty is not an excuse not to turn in your assignment on time**. Don't wait until the last minute as you may get behind in your work.

If, for some reason, you have a technical difficulty when submitting your assignment electronically, please contact your instructor or [CourseLink Support](#).

<https://support.opened.uoguelph.ca/contact>

Late Policy

Forty-eight (48) hour grace period

There will be a grace period of 48 hours for all written assignments submitted to Dropbox. This means if your assignment is due on a Friday at 4:00 pm, you may submit it up until the Sunday at 4:00 pm without penalty. Please do not email the instructor or Teaching Assistants for this; just submit the assignment to the Dropbox tool within the 24 hours.

There is NO opportunity to submit discussion posts late as other students will not be able to read them and respond to them.

After the forty-eight (48) hour grace period and up to one (1) week after the due date

Individual written assessments will be accepted up to one week following the due date (not the grace period 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. Please do not email the instructor or Teaching Assistants for this; just submit the assignment to the Dropbox tool within one week of the assignment due date and the deduction will be taken automatically.

Between one (1) and up to two (2) weeks after the due date

Assignments submitted to the Dropbox tool within one and two weeks after the deadline will have a 25% late penalty.

Important Note:

Assignments submitted to the Dropbox tool more than two weeks after the deadline will not be accepted.

Assignments cannot be accepted after the last day of the semester (in the exam period).

Extensions

Extensions will be considered for medical reasons or other extenuating circumstances. If you require an extension, discuss this with the instructor as soon as possible and well

before the due date. Barring exceptional circumstances, extensions will not be granted once the due date has passed. These rules are not designed to be arbitrary, nor are they inflexible. They are designed to keep you organized, to ensure that all students have the same amount of time to work on assignments, and to help to return marked materials to you in the shortest possible time.

Obtaining Grades and Feedback

Unofficial assessment marks will be available in the **Grades** tool of the course website.

Your instructor will have grades posted online within 2 weeks of the submission deadline, if the assignment was submitted on time. Once your assignments are marked you can view your grades on the course website by selecting **Grades** from the **Tools** dropdown menu on the navbar. Your course will remain open to you for seven days following the last day of the final exam period.

University of Guelph degree students can access their final grade by logging into [WebAdvisor](#) (using your U of G central ID). Open Learning program students should log in to the [OpenEd Student Portal](#) to view their final grade (using the same username and password you have been using for your courses).

<https://www.uoguelph.ca/webadvisor>

<https://courses.opened.uoguelph.ca/portal/logon.do?method=load>

Rights and Responsibilities When Learning Online

For distance education (DE) courses, the course website is considered the classroom and the same protections, expectations, guidelines, and regulations used in face-to-face settings apply, plus other policies and considerations that come into play specifically because these courses are online.

For more information on your rights and responsibilities when learning in the online environment, visit [Rights and Responsibilities](#).

<http://opened.uoguelph.ca/student-resources/rights-and-responsibilities>

Turnitin Originality Check

In this course, your instructor will be using Turnitin, integrated with the CourseLink **Dropbox** tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All individual assignments submitted to the **Dropbox** tool will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that you will be able to educate and empower yourself in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will

be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

Use of Artificial Intelligence

The University is committed to ensuring that the use of AI in teaching and learning complies with existing policies and regulations that govern academic and scholarly integrity. We continue to engage the University community, including students, as we work to refine academic integrity policies and their intersection with AI tools. We affirm the following:

1. Students' work must reflect their unique intellectual capacity and demonstrate the application of critical thinking and problem solving. Unauthorized use of AI to complete assessments violates the fundamental intellectual purposes of the University and does not demonstrate student achievement of course learning outcomes.
2. Submission of materials completed by AI, without permission of the instructor, constitutes an offence under the University's academic misconduct policies, either as a form of plagiarism or the use of unauthorized aids.

Review the [University of Guelph's Statement on Artificial Intelligence Systems, ChatGPT, and Academic Integrity](https://news.uoguelph.ca/2023/03/university-of-guelph-statement-on-artificial-intelligence-systems-chatgpt-academic-integrity/) for more information.

<https://news.uoguelph.ca/2023/03/university-of-guelph-statement-on-artificial-intelligence-systems-chatgpt-academic-integrity/>

In line with this statement, the use of ChatGPT or other AI systems that conduct research, mimic independent thought and analysis, and generate text is strictly prohibited for all assignments in this course, and will be considered a violation of the university's academic misconduct policies.

We have developed this course to spark your interest, your intellectual curiosity, and to encourage you to reflect on your own experiences, values, attitudes and beliefs.

Remember these learning outcomes for the course:

1. Identify and evaluate values, attitudes, behaviours, and lifestyle changes that impact health and wellbeing;
2. Provide examples of how the dimensions of wellness are interconnected, as well as how they are connected to overall personal health and wellbeing;
3. Identify and access health and wellness services and resources, on and off campus;
4. Develop strategies to support your current and ongoing personal health, wellness and academic success.

We want you to do the thinking, the research, and the learning in this course so that your own health and wellbeing can be supported this semester, and beyond.

Also – we want to read work created by HUMANS. We care about your thoughts and ideas. AI reflections are really boring, generic, and sadly take valuable teaching assistant and professor time to read and grade that could be used to support real students and give feedback on real student work.

Your intellectual work must demonstrate the application of your own critical thinking and analysis. This critical assessment of information will help you in both your professional careers and in your personal lives, long after graduation!

Standard Statements for Open Learning Program Students

Open Learning program (OLp) students are required to follow the same Senate-approved academic regulations as University of Guelph undergraduate students and should consult the [Open Learning Program Calendar](#) or the [Open Learning Program Counsellor](#) for information and guidance on academic and administrative policies, procedures, and services, including academic accommodations and accessibility.

<http://opened.uoguelph.ca/student-resources/open-learning-program-calendar>
counsellor@OpenEd.uoguelph.ca

Standard Statements for Undergraduate Courses

As a student at the University of Guelph, it is important for you to understand your rights and responsibilities and the academic rules and regulations that you must abide by.

If you are a registered **University of Guelph degree and associate diploma student**, consult the [Undergraduate Calendar](#) for the rules, regulations, curricula, programs and fees for current and previous academic years.

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/>

Academic Integrity

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.

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 outlined in the Undergraduate Calendar.

<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-misconduct/>

Accessibility

University of Guelph Degree Students

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability. Use of the SAS Exam Centre requires students to make a booking at least 10 days in advance, and no later than the first business day in November, March or July as appropriate for the semester. Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time. For students at the Guelph campus, information can be found on the [SAS website](#).

<https://wellness.uoguelph.ca/accessibility/>

Accommodation of Religious Obligations

If you are unable to meet an in-course requirement due to religious obligations, please email the course instructor within two weeks of the start of the semester to make alternate arrangements.

See the Academic calendar for information on regulations and procedures for [Academic Accommodations of Religious Obligations](#).

<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-accommodation-religious-obligations/>

Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Drop Date

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/dropping-courses/>

Email Communication

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

Health and Wellbeing

The University of Guelph provides a wide range of health and well-being services at the [Vaccarino Centre for Student Wellness](#). If you are concerned about your mental health and not sure where to start, connect with a [Student Wellness Navigator](#) who can help develop a plan to manage and support your mental health or check out our [mental wellbeing resources](#). The Student Wellness team are here to help and welcome the opportunity to connect with you.

<https://wellness.uoguelph.ca/>

<https://wellness.uoguelph.ca/navigators>

<https://wellness.uoguelph.ca/shine-this-year>

Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

Recording of Materials

Presentations that are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

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.

<https://calendar.uoguelph.ca/>

When You Cannot Meet a Course Requirement

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](#).

<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-consideration-appeals-petitions/>
