

Western HealthSciences

Brescia School of Food and Nutritional Sciences

FSHD 3310G - Work/Life Balance and Resources Winter 2026 (**Provisional Syllabus**)

Campus Supports

Western University is committed to a **thriving campus**. For help with:

- Both physical and mental health, go to [Wellness & Wellbeing](#)
- Studying with disabilities, go to [Accessible Education](#)
- Writing skills, go to the [Writing Support Centre](#)
- Learning skills and strategies, go to [Learning Development & Success](#)
- Contacting the ombudsperson, go to the [Office of the Ombudsperson](#)



Your course coordinator can also **guide you** to available campus resources and/or services.

Technical Requirements

 Stable internet connection

 Laptop computer

 Calculator

Important Dates

Classes Begin	Reading Week	Classes End	Study day(s)	Exam Period
January 5	February 14-22	April 9	April 10-11	April 12-30

March 30, 2026: Last day to withdraw from a first-term half course without academic penalty

Contact Information

Course Coordinator/instructor	Contact Information	Office Hours
David S. Green, PhD	dgreen63@uwo.ca	By Appointment

NOTE: All course information including grades, assignment outlines, deadlines, etc. are available via [OWL Brightspace](#). Download the Brightspace Pulse App to stay up-to-date on course communication and enable your notification settings within “Communications” in the top toolbar. Check the website regularly for course announcements. If you need assistance, visit [OWL Brightspace Help](#) or contact the [Western Technology Services Helpdesk](#). They can be contacted by phone at 519-661-3800 or ext. 83800.

Calendar Course Description (including prerequisites/anti-requisites):

Course Description: This course examines the resources and social forces that shape life choices for individuals in a Canadian context. Particular attention is given to the increased opportunity for education and paid employment. How individuals manage resources and balance work, family, and other life domains is considered.

Prerequisite(s): Any 0.5 course at the 2000-level or higher from any department in the Faculty of Health Sciences, the Department of Anthropology, the Department of Gender, Sexuality and Women's Studies, the Department of Psychology or the Department of Sociology; or permission of the Department.

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course, and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

NOTE: If you wish to enroll in this course without the stated pre-requisite(s), you must obtain written approval from the course instructor. The approval should then be forwarded to your academic counsellor.

Delivery Mode

Component	Date(s)	Time
Lecture 200		
Tutorial 002		

My Course Description

This course explores the concept of work-life balance through a multidisciplinary lens, focusing on challenges, opportunities, and strategies for creating harmony between professional and personal life. Students will examine diverse career contexts, wellness dimensions, and methods for fostering joy at work, while also exploring the importance of personal fulfillment and contributing positively to the environment as integral aspects of a meaningful and purposeful life. The curriculum incorporates online asynchronous lectures, in-person activities, group presentations, debates, guest speakers, and lab or seminar activities. Assessment includes class participation, critical reflection papers, a group presentation, and the creation of a personalized work-life balance plan. By the end of the course, students will gain a comprehensive understanding of work-life balance and actionable tools to apply in various professional and personal settings.

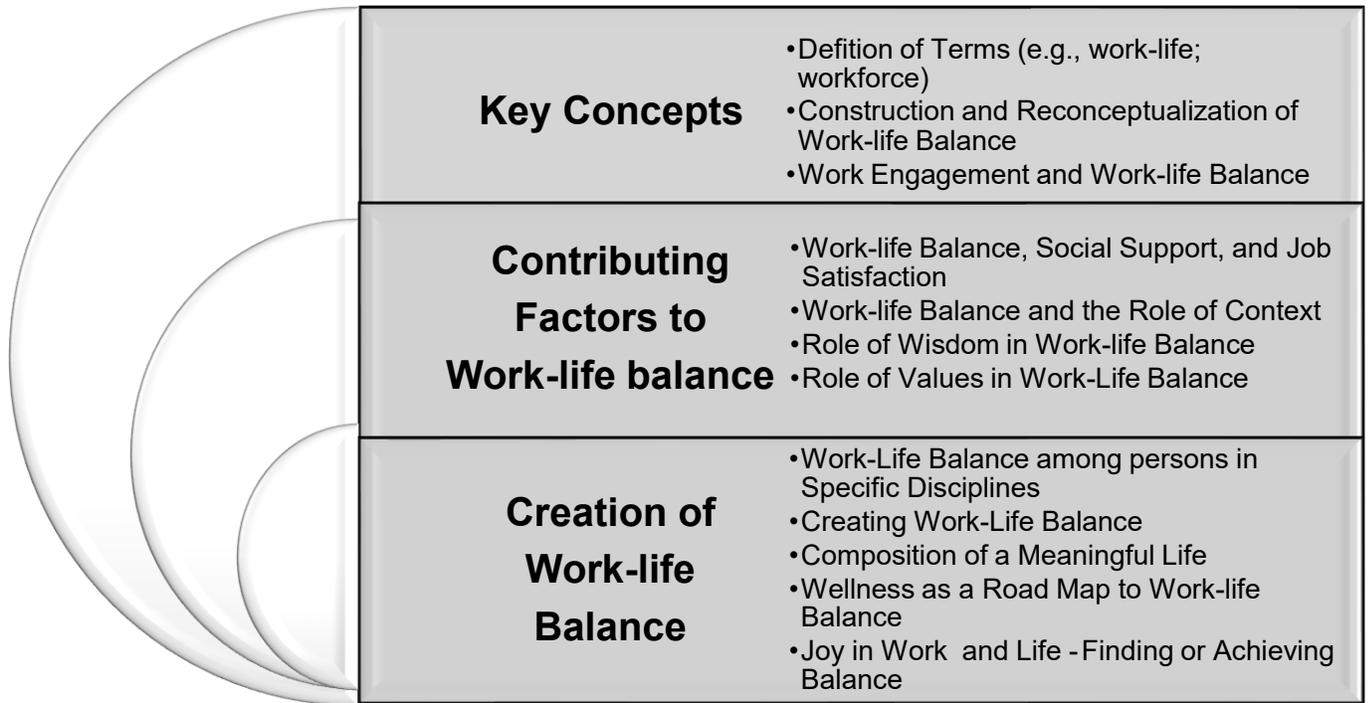
Learning Outcomes

Upon successful completion of this course, you will be able to:

1. Discuss the modern workforce and the choices, constraints, challenges, and opportunities with attention to work-life balance.
2. Outline the features of a healthy work-life balance and the challenges and opportunities.
3. Discuss work-life balance in the world of work with attention to diverse careers or disciplines.
4. Create a work-life balance plan with attention to the dimensions of wellness and the creation of joy at work.
5. Demonstrate a holistic understanding of work-life balance and approaches including group work or teamwork.

Course Content and Schedule

- The topics in the course focus on work-life balance with attention to the experiences of emerging adults.
- The course is arranged to allow for the development of a broad understanding of work-life balance and the creation of a personal work-life balance plan as a resource to foster a purposeful life.
- Topics will be covered in the order listed.
- The concept map below shows the major components of the course and main areas of focus:



Week	Class Date	Topic	Study Material	Assessment/Quizzes /Activity Due
1	Jan 6	Introduction and Definition of Terms	Yucel, 2021 – Different types of work-family balance, social support, and job satisfaction	
2	Jan 13	Construction and Reconstruction of Work-Life Balance	Kelliher et al., 2019 – All of Work? All of life? DeSimone, 2020 – Beyond gender: Reconceptualising understanding of work-life balance	
3	Jan 20	Work Engagement and Work-Life Balance	Alex et al., 2023 – A study of the work-life balance of the employees	Required Tutorial Activity
4	Jan 27	Work-Family Balance, Social Support, and Job Satisfaction	Ronda et al., 2016 – Family-friendly practices Weins et la., 2023 – Work-family balance and job satisfaction	Reflection Paper Due Jan. 28 at 11:59 pm

Week	Class Date	Topic	Study Material	Assessment/Quizzes /Activity Due
5	Feb 3	Work-life Balance and the Role of Context	Warren, 2021 – Work-life balance and gig work García-Salirrosas et al., 2023 – Job satisfaction in remote work Wood et al., 2020 – The relationship between work engagement and work-life balance in organizations	
6	Feb10	Role of Wisdom in Work-Life Balance	Glück & Weststrate, 2022 – The wisdom researchers and the elephant	Required Tutorial Activity
7	Feb 17	Reading Week Feb. 14th to Feb. 22nd		
8	Feb 24	Role of Values in Work Life Balance	Peters et al., 2020 – The impact of work-related values	Group or Individual Assignment Due Feb. 25 at 11:59 pm.
9	Mar 3	Work-life Balance among Women in Specific Disciplines	De Clercq et al., 2021 – Leveraging the macro-level environment Toffoletti & Starr, 2016 – Women academics and work-life balance	Required Tutorial Activity
10	Mar 10	Creating Work-Life Balance	Donald et al., 2014 – Creating a work-life balance plan Dén-Nagy, 2014 – A critical evaluation of mobile phone	Required Tutorial Activity
11	Mar 17	Composition of a Meaningful Life	Lubinski et al., 2023 – Composing meaningful life	Work-Life Balance Plan Due Mar. 18 at 11:59 pm
12	Mar 24	Wellness as Road Map for Work-Life Balance	Magnavita et al., 2017 – Sleep, health and wellness at work Ernawati et al., 2022 – Workplace wellness programs for working mothers	Required Tutorial Activity
13	Mar 31	Joy in Work and Life – Finding or Achieving Balance	Musial et al., 2019 – Joy in work	

Course Materials You Must Acquire and Their Costs

Required Course Materials

- There is no required textbook for this course.
- Required materials will be available on the course website.

Optional Course Materials

- The course requires all assignments to be in the APA style 7th edition.
 - Please use: American Psychological Association. (2020). Publication Manual of the American Psychological Association (7th ed.). Author.
- Covey, S. R. (2013). *The 8th habit: From effectiveness to greatness*. Simon & Schuster.
- Covey, S. R. (2020). *The 7 habits of highly effective people*. Simon & Schuster.

Assessments and Evaluation

Students will be evaluated based on their achievement of the outcomes as reflected in:

1. A research paper that evaluates their current approach to work-life balance and the creation of a work-life balance plan.
2. Demonstration of teamwork as a key component of work-life balance through group work assignment and/or tutorial activities.
3. Engagement in the creation of a critical reflection paper on work-life balance for emerging adults in the context of education, work, and other life roles.
4. Involvement in assigned tutorial activities.

Below is the evaluation breakdown for the course. Any deviations will be communicated.

Assessment	Format	Weight	Due Date	Flexibility	Learning Outcome
Reflection Paper	Written	20%	TBA	72-hour no late penalty	1, 2, 3, 4
Individual or Group Work	Mixed	25%	TBA	72-hour no late penalty	1-5
Required Tutorial Activities	Mixed	20%	Weekly	Not applicable – Designated assessment	1-5
Work-Life Balance Plan	Written	35%	TBA	72-hour no late penalty	1, 2, 4, 5

Notes:

1. Designated Assessment: The written assessments have been designated as being central to the evaluation of learning outcomes in this course. Accordingly, students must provide documentation for any absence from this evaluation. If you miss this evaluation, you must complete the assessment as agreed based on accommodation.
2. Students are expected to submit written assignments by the deadlines listed. Should extenuating circumstances arise, students are permitted to submit their assignment up to 48 hours past the deadline without a late penalty. No Academic Consideration is required for this extension. Students submitting their assessment beyond the extended deadline will receive a penalty of 10% per day that it is late. Academic Consideration requests may be granted only for extenuating circumstances that began before the deadline and lasted longer than the extension. Students must not provide medical or compassionate documentation to the instructor.

General information about assessments

- All assignments are due at 23:59 EST unless otherwise specified.
- Students are responsible for ensuring that the correct file version is uploaded; incorrect submissions including corrupt files could be subject to late penalties (see below) or a 0.
- Written assignments will be submitted to Turnitin (statement in policies below).
- Students will have access to Turnitin reports before their submission is graded. Students may have 2 submissions to Turnitin.
- A student might not receive the same grade as their group members if it is determined that the distribution of work or effort was not equal.
- After an assessment is returned, students should wait 24 hours to digest feedback before contacting their evaluator; to ensure a timely response, reach out within 5 days.
- Prior to the filing of a written request for relief, students must attempt to resolve the concern regarding a mark or grade through informal consultation with the instructor. If the student is dissatisfied with the decision of the instructor or does not receive a decision from the instructor, a written request for relief must be submitted to the Undergraduate

Chair of the School offering this course, within three (3) weeks from the date that the mark was issued.

The table below outlines University-wide grade descriptors.

Letter grade	Number grade	Description
A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

Rounding of Grades (for example, bumping a 79 to 80%)

This is a practice some students request. The final grade documented is the grade that you have achieved. There is no rounding to the next grade level, or 'giving away' of marks. Please don't ask me to do this for you; the response will be "please review the course outline where this is presented".

Information about late or missed assessments:

- Late assessments without academic consideration will be subject to a late penalty of 10% per day to a maximum of five days.
- Mixed tests or makeup tests will be accommodated online based on approved academic consideration.

Course-specific conditions:

- Passing of the tutorial participation and written components are required to pass this course.

INC (Incomplete Standing): If a student has been approved by the Academic Advising Office (in consultation with the instructor/department) to complete term work at a later date, an INC will be assigned. Students with INC will have their course load in subsequent terms reduced to allow them to complete outstanding course work. Students may request permission from Academic Advising to carry a full course load for the term the incomplete course work is scheduled.

SPC (Special examination): If a student has been approved by the Academic Advising Office to write a Special Examination and the final exam is the only outstanding course component, an SPC will be assigned. If the class has a makeup exam, the student is expected to write the makeup exam. If the class doesn't have a makeup exam or the student misses the makeup exam for reasons approved by the Academic Advising Office, the student will write the exam the next time the course is offered. Outstanding SPCs will reduce the course load for the term the exam is deferred as outlined in [Types of Examinations](#) policy.

Academic Policies and Statements

Support Services

There are various support services around campus and these include, but are not limited to:

1. Academic Support and Engagement - <http://academicsupport.uwo.ca>
2. Wellness and Well-being - <https://www.uwo.ca/health/>
3. Registrar's Office - <http://www.registrar.uwo.ca/>
4. Ombuds Office - <http://www.uwo.ca/ombuds/>

The websites for Registrarial Services (<http://www.registrar.uwo.ca>), and the same for affiliated university colleges when appropriate, and any appropriate Student Support Services (including the services provided by the USC listed here: <http://westernusc.ca/services/>) and the Student Development Services, should be provided for easy access.

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://www.uwo.ca/health/>) for a complete list of options about how to obtain help.

Statement on Gender-Based and Sexual Violence

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at:

https://www.uwo.ca/health/student_support/survivor_support/get-help.html.

Statement on Harassment and Discrimination

Western is committed to providing a learning and working environment that is free of harassment and discrimination. All students, staff, and faculty have a role in this commitment and have a responsibility to ensure and promote a safe and respectful learning and working environment. Relevant policies include Western's Non-Discrimination/Harassment Policy (M.A.P.P. 1.35) and Non-Discrimination/Harassment Policy – Administrative Procedures (M.A.P.P. 1.35). Any student, staff, or faculty member who experiences or witnesses' behaviour that may be harassment or discrimination **must report the behaviour** to the Western's Human Rights Office. Harassment and discrimination can be human rights-based, which is also known as EDI-based, (sexism, racism, transphobia, homophobia, islamophobia, xenophobia, antisemitism, and ableism) or non-human rights-based (personal harassment or workplace harassment).

Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed and set out the disciplinary procedures that the University will follow. For more information, visit <https://www.uwo.ca/univsec/pdf/board/code.pdf>

Absence from Course Commitments

Students must familiarize themselves with the Policy on [Academic Consideration – Undergraduate Students in First Entry Programs](#)

Students missing course work for medical, compassionate, or extenuating circumstances can request academic consideration by completing a request at the [central academic consideration portal](#). Students are permitted one academic consideration request per course per term **without** supporting documentation. Note that supporting documentation is **always** required for academic consideration requests for examinations scheduled by the office of the registrar (e.g., December and April exams) and for practical laboratory and performance tests (typically scheduled during the last week of the term).

Students should also note that the instructor may **designate** one assessment per course per term that requires supporting documentation. This designated assessment is described elsewhere in this document. Academic consideration requests may be denied when flexibility in assessment has already been included. Examples of flexibility in assessment include when there are assessments not required for calculation of the final grade (e.g. 8 out of 10 quizzes), when there is flexibility in the submission timeframe (e.g. 72 hour no late penalty period), or when timed assessments (e.g., quizzes) are available over an extended period of time (e.g., when you are given a 72 hour time period to start – and finish – the assessment).

Please note that academic considerations in this course are granted by the academic advisors in your home unit and implemented by the instructor of this course in accordance with information presented in this course syllabus. Supporting documentation for academic considerations for absences due to illness should use the [Student Medical Certificate](#) or, where that is not possible, equivalent documentation by a health care practitioner. If your absence relates to accommodations that are already supported by [Accessible Education](#), please work with your accessible education counsellor regarding your missed course work.

Accommodation for Religious Holidays

Students should review the policy for [Accommodation for Religious Holidays](#). Where a student will be unable to write examinations and term tests due to a conflicting religious holiday, they should inform their instructors as soon as possible but not later than two weeks prior to writing the examination/term test. In the case of conflict with a midterm test, students should inform their instructor as soon as possible but not later than one week prior to the midterm.

Special Examinations

A Special Examination is any examination other than the regular examination, and it may be offered only with the permission of the Dean of the Faculty in which the student is registered, in consultation with the instructor and Department Chair. Permission to write a Special Examination may be given on the basis of compassionate or medical grounds with appropriate supporting documents. To provide an opportunity for students to recover from the circumstances resulting in a Special Examination, the University has implemented Special Examination dates. The Faculty of Health Sciences has set School-specific dates for these Special Examinations. Please speak with your instructor about the date on which the Special Examination for this course will be held.

Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the policy on [Scholastic Discipline for Undergraduate Students](#).

Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. All papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com (www.turnitin.com).

Use of Artificial Intelligence for the Completion of Course Work

Within this course, you may only use artificial intelligence tools (e.g., "ChatGPT") in ways that are

specifically authorized by the course instructor. All submitted work must reflect your own thoughts and independent written work.

Re-submission of Previously Graded Material

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

Use of Statistical Pattern Recognition on Multiple Choice Exams

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Accessibility Statement

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Accessible Education (AE) at 661-2111 x 82147 for any specific question regarding an accommodation or review [The policy on Accommodation for Students with Disabilities](#). If you think you may qualify for ongoing accommodation (e.g. separate room to write exams, flexibility with deadlines, etc.) that will be recognized in all your courses, we encourage you to visit [Accessible Education](#) for more information.

Correspondence Statement

The centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at their official university address is attended to in a timely manner. Students are further expected to attend to announcements presented through Brightspace, and to read emails generated in this way.

Use of Electronic Devices

During Exams

Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices (e.g., cell phones, tablets, cameras, smart glass, smart watches, or iPods) during ANY tests, quizzes, midterms, examinations, or other in-class evaluations. **These devices MUST either be left at home or with your belongings at the front of the room. They MUST NOT be at your test/exam desk or in your pocket. Any student found with a prohibited device will be referred for investigation of a Scholastic Offence, per the policy listed above. The typical first-offence penalty for possession of a prohibited device is zero on the test or exam.**

During Lectures and Tutorials

Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class.

Copyright and Audio/Video Recording Statement

Course material produced by faculty is copyrighted and to reproduce this material for any purposes other than your own educational use contravenes Canadian Copyright Laws. Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.

Contingency Plan for an In-Person Class Pivoting to 100% Online Learning

In the event of a situation that requires this course to pivot to online content delivery, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on Brightspace for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor.

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

Online Proctoring

Tests and examinations in this course may be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including some biometric data) and the session will be **recorded**. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

Academic Appeals and Scholastic Offences

Students can file a **request for relief from academic decisions** if the request is based on one or more grounds listed in the policy. Students can read more about the policy [here](#) and a link to the procedures is listed in the Support Services sections of this document.

Students may **appeal** some academic and scholastic disciplinary decisions by a Dean or their designate, to the Senate Review Board Academic (SRBA). Students can read more about the policy [here](#) and a link to the procedures is listed in the Support Services section of this document.