

SUBJECT TO CHANGE

The University of Western Ontario
School of Health Studies

**Health Sciences 1001a
Personal Determinants of Health
September 2020**

Online Course Format:

Two-Hour Lecture Posted Online Each Week (Asynchronous)
Online Tutorials: Tuesdays 11:30am – 12:30pm (Synchronous)

Course Instructors:

Dr. Marnie Wedlake (mwedlak@uwo.ca)
Online Office Hours: TBD

Dr. Shauna Burke (sburke9@uwo.ca)
Online Office Hours: TBD

Teaching Assistants (TAs)	E-mail	Online Office Hours	Students With Last Names...

Course Information

The purpose of the course is to introduce students to the constructs of health and wellness from a personal perspective. The course covers a range of health-related topics related to personal health and wellness, with a particular emphasis on increasing knowledge, awareness, and improving individual health. Students are expected to review all online lectures, participate in online group discussions, and complete: (a) two mid-term evaluations; and (b) a final examination.

As part of a successful undergraduate experience at Western, we encourage you to make health and wellness a priority. Self-care is a critical component of health and wellness and will be discussed in detail in this course. Western provides several on-campus and online health-related services to help you achieve optimum health and wellness while pursuing your degree. Further information regarding the services available to students may be found at <http://www.health.uwo.ca/>. For information regarding emotional or mental distress, please visit Western Psychological Services (<https://www.uwo.ca/health/psych/index.html>). Additional resources are provided on OWL. To learn more about mental health, Western has developed an interactive mental health learning

module, found here: <https://www.uwo.ca/health/wec/education/learning.html>. Students are also encouraged to access local health and wellness resources within their home communities.

Course Materials

Required Readings: Students will be assigned several readings throughout the duration of the course. These readings correspond to the lecture topics and will be identified online each week and on the course syllabus (located by logging in to OWL). Additional readings may be posted on the course website at any time. Students are responsible for the content of **all** required readings.

Course Text*: Irwin, J. D., Burke, S. M., Insel, P. M., & Roth, W. T. (2019). *Core Concepts in Health, Third Canadian Edition*. Oshawa, ON: McGraw-Hill.

****Please refrain from purchasing the course text until after the first day of class. During the first week of classes, a representative from McGraw-Hill Ryerson will provide the class with online information about purchasing options and the use of the course/textbook website. Please note that this is a NEW edition of the course text; thus, previous versions of the text (i.e., first and second editions) are not recommended.***

Additional Readings (Twitter): Additional readings related to course content, or health and wellness more generally, may be “tweeted” throughout the course (@ShaunaMBurke). Please note that these readings may or may not supplement course material and are for interest/informational purposes only; they are NOT required readings. Questions related to the course will not be answered via Twitter, or any other form of social media.

Course Topics: All course lectures (including information shared by guest speakers), videos, and required readings will focus on the following topics/units. This lecture timetable is subject to change, as needed, throughout the course.

- Topic 1: Introduction: Taking Charge of Your Health
Core Concepts in Health: Chapter 1 (pp. 2-43)
Reading: Belluz, J. (2012). Good science vs. bad science. Macleans.ca
(<http://www2.macleans.ca/2013/01/10/good-science-vs-bad-science/>)
- Topic 2: Psychological Health
Core Concepts in Health: Chapter 2 (pp. 44-89)
- Topic 3: Stress: The Constant Challenge
Core Concepts in Health: Chapter 3 (pp. 90-129)
- Topic 4: Obesity and Weight Management
Core Concepts in Health: Chapter 4 (pp. 130-179)
- Topic 5: Childhood Obesity
Reading: Reilly, K. C., Briatico, D., Irwin, J. D., Tucker, P., Pearson, E. S., & Burke, S. M. (2019). Participants’ perceptions of “C.H.A.M.P. Families”: A parent-focused intervention targeting paediatric overweight and obesity. *International Journal of Environmental Research and Public Health*, 16(12), 2171.

- Topic 6: Nutrition Basics
Core Concepts in Health: Chapter 5 (pp. 180-245)
Reading: Ting, R., Dugré, N., Allan, G. M., & Lindblad, A. J. (2018). Ketogenic diet for weight loss. *Canadian Family Physician*, 64, 906.
- Topic 7: The Marketing of Foods and Beverages to Children and Youth
Reading: 2017 Report on the Health of Canadians: “The Kids are Not Alright”.
Heart and Stroke Foundation of Canada. 2017. (<http://www.heartandstroke.ca/-/media/pdf-files/canada/2017-heart-month/heartandstroke-reportonhealth2017.ashx>)
- Topic 8: Health and Nutrition for Infants: The Benefits of Breastfeeding
Core Concepts in Health: Chapter 12 (pp. 563-564)
Reading: Victora, C. G., Bahl, R., Barros, A. J., França, G. V., Horton, S., Krasevec, J., ... & Group, T. L. B. S. (2016). Breastfeeding in the 21st century: Epidemiology, mechanisms, and lifelong effect. *The Lancet*, 387(10017), 475-490.
- Topic 9: Exercise for Health and Fitness
Core Concepts in Health: Chapter 6 (pp. 246-291)
- Topic 10: Cancer
Core Concepts in Health: Chapter 8 (pp. 340-389)
- Topic 11: Drug Use and Addiction
Core Concepts in Health: Chapter 14 (pp. 606-653)
- Topic 12: The Responsible Use of Alcohol
Core Concepts in Health: Chapter 15 (pp. 654-693)
Reading: Canada’s Low-Risk Alcohol Drinking Guidelines [Reference: Butt, P., Beirness, D., Cesa, F., Gliksman, L., Paradis, C., & Stockwell, T. (2011). *Alcohol and health in Canada: A summary of evidence and guidelines for low-risk drinking*. Ottawa, ON: Canadian Centre on Substance Abuse.]
- Topic 13: Happiness, Laughter, Leisure, & Health: An Introduction

Evaluation

Each student must complete two mid-term examinations and one final examination. The first mid-term examination is scheduled for **Thursday October 8, 2020** and the second mid-term examination is scheduled for **Thursday November 12, 2020**. Information about the mid-term exams will be announced in lectures and on OWL prior to the exams.

The final exam in December will be scheduled by the Registrars Office at a later date and it is strongly recommended that students do not plan holidays/vacations until the Registrars Office publishes the final exam schedule.

<u>Evaluation</u>	<u>Percentage</u>	<u>Readings Included</u>
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Mid-Term Exam #1	32.5%	All readings assigned prior to Oct 8
Mid-Term Exam #2	32.5%	All readings assigned after Oct 8 and before Nov 12
Final Exam	35%	<u>All readings</u> * assigned throughout the course

*While mid-term examinations are not cumulative, **the final exam is cumulative**. All exams will include material from the textbook and other required readings, as well as any material covered in the lectures (e.g., lecture notes, films/videos, guest presentations, etc.).

Please note that 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.

Makeup Exams

You must have a valid medical or compassionate reason for missing a scheduled examination, and documentation for your absence must be filed with the main office of the School of Health Studies (please see “Additional Statements” section below for information pertaining to **academic consideration** for medical illness or non-medical absences).

Following receipt of approved accommodation from the counselling office, a makeup examination will be scheduled within one week of the originally scheduled exam. Please note that makeup examinations will differ from the originally scheduled examinations, and may include written/short answer components.

General Course Policies and Procedures

Grade Policy

The university-wide descriptor of the meaning of letter grades, as approved by Senate:

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

It is expected that the grades for this course will fall between 68% and 72%. In the event that the course average falls outside this range, a constant may be added (or subtracted) from each student’s grade, by the instructor, to bring the class average in line with school policy.

Prerequisites

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.

Rounding of Grades and Re-Weighting of Exams

These are practices some students request. These practices will not occur in this course. The edges of this course are clear and sharp. The mark attained is the mark you achieved and the mark assigned; there is no rounding to the next grade level, and there is no re-weighting of exams. Please do not ask us

to do this for you. It degrades our experience as your professors and your experience as a student. We all have an appreciation of high standards.

Course Website (OWL)

All students in this course need to use OWL to access resources used in this course such as PDF versions of PowerPoint (lecture) presentations, additional handouts and/or readings, and this course outline. Students are responsible to check the OWL site regularly for this course for updates and announcements. Additionally, due to changes in privacy legislation, grades will only be provided to you through the course website – we will not, under any circumstance, convey grades via email or over the phone.

OWL is an electronic shared space that will be used frequently throughout the course for a variety of purposes. Please interact respectfully on this shared e-space. The privilege of contributing to the site can be revoked if deemed necessary.

Contact/Questions

All questions regarding course content should be posted on OWL forums. **While your assigned TA should be your 'first line' for asking questions related to the course**, forums (discussion boards) on OWL will also be used by TAs to answer student questions. The forums will be set up to include a separate space for questions and discussion related to: (1) lectures/content; (2) the mid-term exams; and (3) the final exam. You have the ability to edit and delete your own posts. The instructors and TAs can also delete posts that are deemed to be inappropriate. There will also be a 'general discussion' forum where students can discuss any number of topics related to the course.

In all of the above communication tools and any time you are interacting with others on our shared OWL website or via e-mail, please be mindful of '*e-etiquette*'. It is expected that you will use professional language and proper grammar and punctuation when posting and e-mailing. You are also expected to respect your peers, TAs, and instructor in any discussion/forum. Students who do not act accordingly have the potential of losing website privileges.

E-mail

The TAs and instructors will do our best to answer all course-related questions sent via e-mail within a reasonable timeframe, but please note that due to the large number of students in this class, there may be delays (*also note that e-mails are not typically sent or replied to on weekends or outside of working hours—8am to 5pm—on weekdays*). Please limit your e-mail questions to administrative matters only. Questions on course content will not typically be answered via e-mail; rather, these questions should be: (a) asked during scheduled meetings (or office hours) with the instructors or your assigned TA; or (b) posted to an online discussion forum. **Please note that you must use your UWO email address for all correspondence regarding this course; e-mails from other addresses will not be responded to.**

Learning Environment

This course experience will function according to the assumption that successful learning happens in environments where learning is co-created by the instructors and the students. As instructors, we will endeavour to provide students with course experiences that are optimally engaging, motivating, and interesting. In return, we expect students to contribute to the collaborative nature of the learning

experience through active participation in discussions, by completing the assigned readings, and by offering constructive feedback as will be deemed useful to the overall learning experience.

Ideally, we will co-create an online learning environment that welcomes and encourages group dialogues that are dynamic, passionate, and open-minded. That is, a learning experience that is vital and engaging for all. In this regard, it is our hope that we will come together in the spirit of community and shared interest to co-create a learning environment that is supported by civility and mutual respect. In doing so, we will set the stage for a healthy and stimulating intellectual forum.

If you are having problems with any aspect of the course, please contact us, your instructors. We are genuinely committed to your learning experience, we are approachable, and we welcome your comments, constructive criticisms and, of course, your questions.

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 during ANY tests, quizzes, midterms, examinations, or other evaluations.

The use of cell phones and other electronic devices to take pictures of the instructors or lecture material is **strictly prohibited** in this course. Please ensure that all cellphones or other communication devices are turned off or have their ringers silenced during lectures. Students may be asked to turn off such equipment or to leave the classroom if their activities are disruptive to the instructor and/or other students.

Use of Recording Devices and Course Content

Course instructors own and retain the intellectual property rights of their teaching materials. These rights extend to materials used in online settings and digital learning management systems like Owl, Zoom and TopHat. Students do not have our permission to make audio or video recordings of lectures, take pictures of lecture material, or distribute any course content for nefarious purposes (E.g. for sale or to cheat on exams). It is the decision of the instructor as to how and when teaching materials can be shared or used. ***Unless explicitly noted otherwise, you may not make audio or video recordings of pre-recorded lectures or other course materials. Nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.***

ADDITIONAL STATEMENTS

Academic Consideration

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances, including short-term illness or injury. Reasonable

academic consideration is a cooperative process between the University, the student, and academic staff. All participants in the process must act in good faith, and fulfil their respective obligations, if it is to succeed.

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant as to temporarily render them unable to meet academic requirements, may submit a request for academic consideration through the following routes:

- (i) Submitting a Self-Reported Absence form, provided that the conditions for submission are met;
- (ii) For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner, in order to be eligible for Academic Consideration; or
- (iii) For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration, in order to be eligible for academic consideration.

Students seeking academic consideration:

- Are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;
- Are encouraged to make appropriate decisions, based on their specific circumstances, recognizing that minor ailments (e.g., upset stomach) or upsets (e.g., argument with a friend) are not normally an appropriate basis for a self-reported absence;
- **Must communicate with their instructors no later than 24 hours** after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence;
- **Are advised that all necessary documentation, forms, etc. are to be submitted to academic counselling within two business days after the date specified for resuming responsibilities**

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe as to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours or less. The following conditions are in place for self-reporting of medical or extenuating circumstances:

- a. Students will be allowed a maximum of two self-reported absences between September and April, and one self-reported absence between May and August;
- b. The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30am the following morning if the form is submitted after 4:30pm;
- c. The duration of the excused absence will terminate prior to the end of the 48 hour period, should the student undertake significant academic responsibilities (e.g., write a test, submit a paper) during that time;
- d. The duration of an excused absence will terminate at 8:30am on the day following the last day of classes each semester, regardless of how many days of absence have elapsed;

- e. Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations (i.e., “bellringers”);
- f. Self-reporting may not be used for assessments (e.g., midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course;
- g. Students must be in touch with their instructors no later than 24 hours after the end of the period covered by the Self-Reported Absence form, to clarify how they will be expected to fulfil the academic expectations they may have missed.

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 The University of Western Ontario, 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 <http://www.uwo.ca/univsec/pdf/board/code.pdf>.

Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Support Services

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

1. Student Development Centre -- <http://www.sdc.uwo.ca/>
2. Student Health -- <http://www.shs.uwo.ca/student/studenthealthservices.html>
3. Registrar’s Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>