



## General Elective

Summer 2016  
Section(s): S1DE  
SCMA 2050

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<b>Academic Advisor:</b>	General Elective Course. Please contact appropriate Academic Advisor within your program area.
<b>Guelph Humber Website:</b>	<a href="http://www.guelphhumber.ca">www.guelphhumber.ca</a>

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<b>Course Title:</b>	The Science of Healthy Living
<b>Pre-requisites:</b>	None
<b>Co-requisites:</b>	None
<b>Restrictions:</b>	None
<b>Credits:</b>	0.5 credits
<b>Course Website (If applicable):</b>	<a href="http://www.onlineguelphhumber.ca/">http://www.onlineguelphhumber.ca/</a>
<b>Method of Delivery:</b>	Distance Education, Fully Online

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### *Calendar Description:*

This course examines the scientific bases for practices that are consistent with improving, maintaining or enhancing healthy living. Evidence-based population health research is discussed as the mechanism for identifying factors that influence health in population or sub-population groups. The scientific method for developing hypotheses and theories is explored as it relates to recommendations for psychological wellness, healthy eating, active living and healthy weights. The evidence for lifestyle risk factors as contributors to the development of chronic disease is discussed. Assignments evaluate the scientific evidence for popular diets and alternative health care practices.

## ***Course Learning Outcomes:***

On completion of this course the student will be able to:

1. Identify the social, economic and environmental influences on health.
2. Describe evidence-based population health research.
3. Identify the components of a healthy living strategy as it relates to population or sub-population groups and to the individual.
4. Describe the characteristics of science-based health care.
5. Describe the components of a comprehensive health assessment and explain how to incorporate behaviour change theory and principles to elicit change.
6. Identify the components of emotional and psychological wellness.
7. Explain the concepts of internal and external validity where test instruments are used to report outcomes.
8. Identify the types of nutrients and their roles in the body.
9. Describe the basis of the scientific method as it is used in developing hypotheses and theories in the field of nutrition.
10. Describe the rationale for healthy eating recommendations as outlined in the nutrition standards and guidelines.
11. Explain how nutrition labeling information can be used to support healthy eating.
12. Discuss food safety and the effect of technological developments on the food supply.
13. Describe how nutrition supplements and alternative diets such as vegetarian diets can support healthy eating.
14. Explain how muscles and related organs adapt to an increase in physical activity and describe how that physical activity is quantified.
15. Explain the scientific basis for the physical activity recommendations.
16. Outline the nutrition needs for fitness and sport and the research evidence for the role of ergogenic aids in sport.
17. Describe the uses of energy by the body and what constitutes energy balance.
18. Explain the rationale and research basis for the body weight classification system.
19. Outline the benefits and hazards of various weight loss methods for treatment of overweight.
20. Evaluate a popular (fad) weight reduction diet against current scientific research.
21. Examine the evidence for lifestyle risk factors as contributors to the development of chronic disease.
22. Explain the effects of alcohol, drug abuse, tobacco and infectious diseases on health.
23. Identify criteria for reliable sources of health information.
24. Analyze the scientific evidence for alternative health care practices and services.

## Learning Resources

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### Required Textbook(s):

**Title:** Focus on Health  
**Author:** Hahn, Payne, Gallant  
**Publisher:** McGraw-Hill Ryerson Higher Education;  
**Edition:** 11<sup>th</sup>  
**ISBN:** 9780073529738

### Supplementary Text/ Other:

N/A

## Course Schedule

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Week	Unit	Required Readings	Assignments
1	1 and 2	Chapter 1 (page 1-16), 2 and 3	Quiz 1, Stop and Do activities, Unit 1 Activity 1
2	3 and 4	Chapter 5 and 6	Quiz 2, Stop and Do activities
3	5 and 6	Chapters 4 and 10	Quiz 3, Stop and Do activities, Personal Assessment Assignment
4	7 and 8	Chapter 10 and 11	Quiz 4, Stop and Do activities
5	9 and 10	Chapter 15 and 8	Quiz 5, Stop and Do activities
6	11 and 12	Chapter 7 and 9	Quiz 6, Stop and Do activities, Health Promotion Group Assignment
<b>Final Exam – (to be scheduled within final exam period) Please check <a href="http://www.guelphhumber.ca">www.guelphhumber.ca</a> for exam schedules</b>			

## **Evaluation and Due Dates**

Students will be evaluated in this course through:

Quizzes	30%
Personal Assessment Due Sunday May 29	15%
Health Promotion Group Assignment Due Sunday June 19	20%
Final Exam	35%
<b>TOTAL</b>	<b>100%</b>

**NOTE:** All final exams are 2 hours in length and will be scheduled by Registrarial Services and available online at <http://guelphhumber.ca/registrar/schedules>

## **Assignment Details**

Unless otherwise stated, all assignments are due Sundays by 11:59 pm (ET) of the week in which they are due, unless the assignment is due during the last week of classes, in which case the assignment is due by 11:59 pm on the final day of the semester. Specific due dates and assignment descriptions can be found on the course website in the **Evaluation** and **Timeline** sections respectively. All written assignments are to be submitted to the online **Dropbox** located on the course website.

Choose an item.

## **Online Support**

If you need any assistance with the software tools or the website, contact the Open Learning and Educational Support Technical Support.

## *Technical Support*

Open Learning and Educational Support Technical Support  
University of Guelph  
Email: [help@OpenEd.uoguelph.ca](mailto:help@OpenEd.uoguelph.ca)  
Tel: 519-824-4120 ext. 56939  
Toll-Free (CAN/USA): 1-866-275-1478

## *Hours of Operations:*

Monday - Friday: 8:30am – 8:30pm Eastern Time  
Saturdays: 10:00 am – 4:00 pm Eastern Time  
Sundays: 12:00 noon – 6:00 pm Eastern Time

**NOTE:** The University of Guelph-Humber Undergraduate Calendar states:

“Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.”

Accordingly, instructors may decide to use originality checking services, such as Turnitin.com, to ensure that submitted work conforms to the university’s Academic Misconduct policy. The instructor will notify students of such a requirement in advance. More information on Academic Misconduct is included below in this outline.

# Academic Policies

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## **Important University of Guelph-Humber Academic Regulations**

### ***Academic Integrity / Academic Honesty***

Academic misconduct is behaviour that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines the University's exercise of its responsibility to evaluate students' academic achievements, or restricts the University's ability to accomplish its learning objectives.

The University takes a serious view of academic misconduct and will severely penalize students, faculty and staff who are found guilty of offences associated with misappropriation of others' work, misrepresentation of personal performance and fraud, improper access to scholarly resources, and obstructing others in pursuit of their academic endeavours. In addition to this policy, the University has adopted a number of policies that govern such offences, including the policies on Misconduct in Research and Scholarship and the Student Rights and Responsibilities regulations. These policies will be strictly enforced.

It is the responsibility of the University, its faculty, students and staff to be aware of what constitutes academic misconduct and to do as much as possible through establishment and use of policies and preventive procedures to limit the likelihood of offences occurring. Furthermore, individual members of the University community have the specific responsibility of initiating appropriate action in all instances where academic misconduct is believed to have taken place. This responsibility includes reporting such offences when they occur and making one's disapproval of such behaviour obvious.

University of Guelph-Humber 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 should also be aware that if they find their academic performance affected by medical, psychological or compassionate circumstances, they should inform the appropriate individuals, (instructors, Academic Advisor) and follow the available procedures for academic consideration

outlined in the University's calendar.

Students are encouraged to review the policy:

<http://www.uoguelph.ca/registrar/calendars/guelphhumber/current/c07/c07-amisconduct.shtml>

## ***Grading Procedures***

Feedback to students on work completed or in progress is an integral part of teaching and learning in that it allows students to measure their understanding of material and their progress on learning objectives. Feedback often goes beyond grading-an indication of the standard achieved-to include comments on the particular strengths and weaknesses of a student's performance. While the nature and frequency of such feedback will vary with the course, the University of Guelph is committed to providing students with appropriate and timely feedback on their work. ***Instructors must provide meaningful and constructive feedback prior to the 40th class day.*** This may include but is not exclusive to returning papers, assignments, in-class or laboratory quizzes, laboratory reports, or mid-term examinations prior to the 40th class day. In research and independent study courses, instructors must provide students with a realistic idea of their performance by discussing progress directly with the student and, if necessary, identify specific areas for improvement. This may include the assessment of a research plan, literature review, annotated bibliography, oral presentation or other assessment tools.

## ***Missed Final Exams / Deferred Privileges***

When students do not write a required final examination, complete a final assignment, or complete a work term report prior to the last class date, they must request Academic Consideration to be considered for a deferred privilege. When granted, a deferred privilege allows a student the opportunity to complete the final course requirements after the end of the semester, but during established timelines.

Please note that faculty members do not grant deferred privileges. Faculty can only grant academic consideration for work that is due during the semester and cannot grant extensions beyond their deadline for submission of final grades.

The nature of the deferred privilege may take the form of either a deferred condition or a deferred examination. The Admissions and Academic Review Sub-Committee grants deferred privileges on the basis of **medical, psychological or compassionate** consideration. Please see your Admission and Program advisor for details.

## ***Accommodation Procedures***

Students will identify themselves to Accessible Learning Services and, where required, provide appropriate documentation of their need. Where appropriate, students will inform individual instructors of their disabilities and academic accommodations required, by distributing an "***Accommodation Letter***".

### **When students require test accommodations, they will**

- Remind instructors at least **one week in advance** of each test or as soon as possible, that they require test accommodation.

- Book the test date and time in the Accessible Learning Services office or make the appropriate arrangements to write in the Test Centre at least one week in advance of each test, or as soon as possible.

Students with special needs are accommodated through Humber ITAL Accessibility Learning Services. Students should make themselves familiar with the policies relating to special accommodations by visiting the website at: <http://www.humber.ca/student-life/swac/accessible-learning>

It is the student's responsibility to be familiar with the University's policies and Academic Regulations. These policies can be found at: <http://www.guelphhumber.ca/registrar/policies>.