

University Victoria  
FACULTY OF EDUCATION  
SCHOOL OF EXERCISE SCIENCE, PHYSICAL AND HEALTH EDUCATION  
**EPHE 142 A01 – Personal Health, Wellness and Potential CRN 11561**  
**September 07, 2017 – November 30, 2017**

**Calendar Description****Units: 1.5****Hours: 3-0**

The course will provide an examination of lifestyle behaviours which have the power to enhance or diminish personal potential. Current wellness models and motivational theories will be reviewed and applied to wellness planning as related to personal and professional wellbeing. Topics include: physical activity and health; nutrition; stress management; substance use/abuse; environmental awareness; goal setting; change theory and the process of decision-making.

**Instructor****Dr. Lara Lauzon, Ph.D**

250 721-8378 / Office # 126 McKinnon Building

Email: [llauzon@uvic.ca](mailto:llauzon@uvic.ca)Web address: <http://www.educ.uvic.ca/Faculty/llauzon>**Teaching Assistants:**

Teresa Hartrick

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[csage@uvic.ca](mailto:csage@uvic.ca)**A. Course Organization**

This course is scheduled Monday and Thursday 8:30 to 9:50 a.m. in the Bob Wright Science Centre room A104. The course format will include lectures, group discussions, and guest speakers.

**Office Hours:**

Office hours are scheduled on Mondays and Thursdays between 10:00 – 11:00 a.m. Appointments during office hours are recommended. You can sign-up for an appointment on the sign-up sheet available outside my office – McKinnon # 126 or send an email requesting an appointment. The office hour meeting times are scheduled for 15 minute time slots due to the large number of students in this course and other courses I teach. Appointments at other times can also be arranged.

**B. Textbook**

Hales, Dianne & Lauzon, Lara. (2017). *An Invitation to Health, 5th Canadian Edition*. Nelson Education, Ltd. (Class presentations and exam questions are based on information from the 5th edition). This new edition includes an educational electronic tool titled MindTap. Students will be required to submit some on-line quizzes and journal entries as part of the overall grade. **MindTap is mandatory for this term.**

There are two options for textbook purchase from the UVic Bookstore.

- Option 1 is a hardcopy textbook with an educational MindTap electronic tool that is packaged with the book.
- Option 2 is the purchase of the MindTap tool that includes an electronic copy of the textbook.
- Once you purchase one of the two above options you will need to use the following login to access MindTap for EPHE 142. <https://login.nelsonbrain.com/course/MTPQBCPF7T1>
- You will also need to set up a personal account – using your access code which you will receive either by email or you will find on your receipt upon your purchase.

### C. Course Overview

#### 1) Purpose of the Course

The primary goal of this course is to assist students in learning about and reflecting upon personal health and wellness as it relates to personal and professional potential.

#### 2) Learning Outcomes

During this course students:

- will examine factors that can enhance and/or diminish personal health, wellness, and potential  
Topics include health and wellness models and theories, psychosocial health, stress management, physical activity, nutrition, relationships, substance use/abuse, environmental awareness, spirituality, goal setting, lifestyle change theory, and decision making.
- will have the opportunity to expand their thinking and awareness of the many dimensions of health and wellness and how it links with personal potential through class discussions, textbook reading, wellness articles and guest presentations.
- will experience 'putting theory into practice' by actively participating in an experiential research project designed to encourage lifestyle change in one or more areas of personal health and wellness.
- will experience how self-care can lead to caring about others by participating in a small group legacy project designed to make a difference in our community.
- will be encouraged to think about how knowledge and practice with regard to personal health, wellness and potential links to careers in education and the leisure, kinesiology, wellness and health promotion fields.

### D. Course Evaluation

The mid-term and final exams, the lifestyle change project, and the group community legacy project will be graded on your ability to demonstrate your understanding and application of health and wellness theory and information to experiential learning. Assessment includes marks for content, quality of written expression and critical thinking. Good writing and research skills are expected.

***All assignments and exams must be completed for course credit. Attendance at classes is also valued and expected. Please send Dr. Lauzon an email note if you will not be attending class.***

Mid-term	20%
Final Exam	25%
Individual Lifestyle Change Project	30%
Group Legacy Project	15%
Class Participation – 1 minute papers	5%
MindTap Tool quizzes, videos, etc.	5%
Total	100%

#### **MID-TERM: (20%) Thursday, October 12, 2017.**

The mid-term exam will be based on classroom work, readings, guest lectures, and information covered in our textbook.

**FINAL EXAM (25%) Scheduled in final exam period.** The final exam schedule is usually available in October. As stated in the UVic Calendar – you should wait until the final examination timetable is posted before making travel or work plans for December.

The final exam will be based on classroom work, readings, guest lectures and information covered in our textbook. The final exam is based on the last half of the course.

**INDIVIDUAL LIFESTYLE CHANGE PROJECT (30%).** Due anytime between **Monday, November 20 and Monday, November 27, 2017 by 4:00 p.m.** This is a ‘due week’. Please note extensions for the Lifestyle Change Project will be given for medical reasons only.

Based on any dimension of health and wellness as discussed in class (or agreed to by the instructor), you will be asked to make one lifestyle change that you believe would benefit your own health, wellness and potential. Please see the Lifestyle Change Project Outline for further details. **(Pages 5-6).**

**GROUP COMMUNITY LEGACY PROJECT (15%)** – *Student Group Community Legacy Contract* due **Thursday, September 28, 2017. Poster Presentation Day- Monday, October 30, 2017.**

Groups of 4 to 5 students per group will organize and participate in a community legacy project. Students are encouraged to do something for other individuals or the community at large. Please see the Group Community Legacy Project outline. **(Pages 7-8).** A poster will be shared in an informal class session. Please see an example of the Student Group Community Legacy Project Contract which must be handed in for a complete/not complete mark. **(Pages 9-10).**

### **ONE MINUTE PAPERS - (5%)**

Throughout the course you will be asked to submit 5 one-minute papers. These papers allow for feedback and personal self-reflection on guest presentations, DVD films, or in-class debates. They are transcribed and uploaded to the Course Space Page. No personal information will be shared on the transcribed document. They are awarded 1 mark each as part of the total grade. They can be submitted by hard copy or electronic copy.

### **MINDTAP Tool Graded assignments – (5%)**

Throughout the term you will be asked to complete some pre-post chapter tests and view specific on-line engagement videos and complete quizzes.

### **Undergraduate Grading Scale**

<b>Passing Grades</b>	<b>Grade Point Value</b>	<b>Percentage</b>	<b>Description</b>
A+	9	90 – 100	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
A	8	85 – 89	
A-	7	80 – 84	
B+	6	77 – 79	Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
B	5	73 – 76	
B-	4	70 – 72	
C+	3	65 – 69	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
C	2	60 – 64	
D	1	50 – 59	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
The University Senate has approved transition from the 9 point grading system to a percentage grading system and the implementation it took effect was May 2014.			

### **E. Academic Integrity**

The university takes very seriously infractions of academic integrity. This includes plagiarism, impersonation, multiple submissions of academic work, and cheating on exams and assignments. Sanctions against such practices may include oral and written reprimands, the assignment of remedial work, a mark of zero for assignment in question, a permanent notation on a student’s academic record, suspension from classes, and expulsion from the university. Please read the University of

Victoria policy on academic integrity in the University of Victoria's Undergraduate Calendar - <http://www.uvic.ca/current-students/home/academics/academic-integrity/index.php>

It is important to note that all quotes, concepts or thoughts used from authors or experts to support any of your assignments must be referenced correctly. Guidelines for determining what plagiarism is and how to avoid it are in the following document from MacPherson Library:

<http://www.uvic.ca/library/research/citation/plagiarism/>

## **F. The Centre for Academic Communication (Formerly the Writing Centre) and APA writing and reference requirements**

The CAC offers support to help students develop academic communication skills. In addition to writing support, the tutors also help students improve their understanding of academic expectations, what to think about when planning a presentation, and help with academic English. Located on the main floor of the McPherson Library – Learning Commons rooms 135J-M.

<http://www.uvic.ca/learningandteaching/home/home/centre/>

The Faculty of Education requires **APA Style** writing and referencing. Style guides are available through the library website at:

- <http://library.uvic.ca/instruction/cite/styleguides.html>
- Or the Owl Purdue on-line writing lab for APA at <https://owl.english.purdue.edu/owl/section/2/10/>

## **G. Accommodation**

- Students may require personal and/or technological assistance, some flexibility in attending lectures and exams or in meeting assignment deadlines. Accommodation may include students with a disability or chronic illness, students honouring religious commitments, and those with other unavoidable responsibilities. Medical notes may be requested.
- Please contact the appropriate office(s) for assistance:
  - Counseling Services - <http://www.uvic.ca/services/counselling/>
  - Centre for Accessible Learning (CAL) (formerly the Resource Centre for Students with Disabilities (RCSD) <http://www.uvic.ca/services/cal/>
  - Student Services - <http://studentaffairs.uvic.ca/student.php>
  - Student Transition Centre – 2<sup>nd</sup> floor, University Centre
  - Health Services - <http://www.uvic.ca/services/health/>

## **H. Final Course Evaluations - CES**

Towards the end of term you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is designed to provide feedback to the instructor as well as to help the department improve the overall program for students in the future. You will receive an email inviting you to complete the survey near the end of term. You can also go directly to <http://ces.uvic.ca>. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device.

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**EPHE 142 AO1 – Personal Health, Wellness and Potential**  
**September 07 –November 30, 2017**  
**COURSE SCHEDULE**

Thursday, September 07	Welcome to EPHE 142
Monday, September 11	Chapter 1 – An Invitation to Health and Wellness Nelson Education Learning Consultant – Chris Adamache – Mind Tap
Thursday, September 14	Chapter 1 - continued
Monday, September 18	SMART Goal planning and Use of Apps for lifestyle change
Thursday, September 21	Video – Mark Allen Prochaska's Stages of Change and Mark Allen's 3 step model
Monday, September 25	Chapter 4 – Physical Activity for Fitness and Health
Thursday, September 28	Personal Potential Story – Ryan Heuman Chapter 2 – Personal Stress Management Chapter 3 – Psychosocial Health
Monday, October 02	<b>Community Legacy STUDENT GROUP CONTRACT DUE</b> DVD – Nutrition Issues
Thursday, October 05	Chapter 5 – Personal Nutrition/ Sophie – Food Prep 101 Chapter 6 – Healthy Eating for Healthy Living
Monday, October 09	<b>Thanksgiving – No Class</b>
Thursday, October 12	<b>Mid-term exam</b>
Monday, October 16	Chapter 7 – Personal Relationships and Sexuality Personal Potential Story – Niki Sundher
Thursday, October 19	Chance, Choice and Decision Making – 5 Change Agents Model
Monday, October 23	DVD – Through a Blue Lens Chapter 11 – Drug Use, Misuse and Abuse Worksheet
Thursday, October 26	Video – Death in the West Chapter 12 – Alcohol and Tobacco Use, Misuse, and Abuse Worksheet Group Project Preparation session - 1/3 of class.
Monday, October 30	<b>Community Group Legacy Poster Presentation Day – Mandatory class</b>
Thursday, November 02	DVD – The Honour of All Chapter 12 – Alcohol and Tobacco Use, Misuse, and Abuse worksheet
Monday, November 06	Personal Potential Story – Erin Pearce Chapter 17 – The Spirit of Health and Wellness
Thursday, November 09	Multi-faith Services Panel Presentation –Henri Lock and Soshin McMurchy
Monday, November 13	<b>READING BREAK – NO CLASS</b>
Thursday, November 16	Chapter 13 – Traditional and Complimentary Health Care Approaches
Monday, November 20	Personal Potential Story – Rob Dyke <b>(Personal Lifestyle Change projects due between Monday, November 20 and Monday, November 27, 2017).</b>
Thursday, November 23	Clio Hoffer– Personal Potential Story
Monday, November 27	Body Image and the Media
Thursday, November 30	DVD – Silent Spring – Rachel Carson Four Laws of Ecology Worksheet

Please note: Schedule may change due to guest presenter's availability

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**Lifestyle Change Project Outline**

**LIFESTYLE CHANGE PROJECT (30%) - Due between Monday, November 20 and Monday, November 27, 2017**

Based on any dimension of health and wellness as discussed in class (or agreed to by the instructor), you will be asked to make one lifestyle change that you believe would benefit your own health, wellness and potential. You are encouraged to begin this project within the second week of class so you can complete this assignment by the due date.

This project combines research, experiential learning and written documentation. It should include the following:

- **Introduction -**
  - A personal introduction.
  - Your definitions of personal health, wellness and human potential and how these definitions compare to health and wellness experts' definitions.
  - Information on why you chose to make your specific lifestyle change or changes.
- **Project Overview and Presentation of Findings**
  - A section that will include specific goals and objectives that you hope to achieve. The use of a goal setting model such as the SMART Goal model in Chapter 1 is required.
  - A section on how your lifestyle change project links to one of the 7 Dimensions of Wellness as presented in Chapter 1 of our textbook or other health and wellness models.
  - A section describing a lifestyle change model you adopted or adapted. Examples include: Prochaska's Stages of Change Model; Mark Allen's 3 Step Model, the 5 Change Agent model or other change models you discovered through personal research. Information must include how your lifestyle change process followed the model or was different than the model.
  - An in-depth discussion on the 'HOW, WHAT, and WHY' of your project. **These are NOT Section heading titles** – but can guide you as you describe your lifestyle change process.
  - The HOW component would include a description and discussion on goal setting sessions, personal planning sessions, program planning, tracking, journal writing, questionnaires, email correspondence.
  - The WHAT component would include a description and discussion about the specific activities or processes you engaged in to support your lifestyle change. You would include an analysis of the personal data you collected over the term.
  - The WHY component would include a discussion about your lifestyle change process - why were you successful or not? Again, you would include information from your personal data.
  - Project must also include current research information and classroom session and textbook information related to the specific aspect(s) of Personal Health, Wellness and Personal Potential you worked on. (i.e. benefits of physical activity, the latest nutrition information (Canada's Food Guide to Healthy Eating), stress management models and theories, self-esteem /self-concept theories, spirituality literature, smoking cessation literature, organizational wellness information, human potential and human wellness models and theories. Critical Thinking and a demonstration of linking theory and practice are valued here.

- Make reference to a **minimum** of:
  - four academic research journal articles (you are encouraged to use many more than 4 references)
  - one book (your textbook can be used as a research source)
  - one legitimate website.
- Reference all worksheets, training logs, nutrition daily tracking forms, apps, etc. If you create or develop your own worksheets or tracking information sheets please indicate.
- **Conclusion**
  - Discuss the meaningfulness of this project to you as an individual and how it links to your own personal health, wellness and potential. Describe possible future personal health, wellness and potential projects.
- **Appendix Items – are required**
  - Include any handouts, brochures, worksheets, tracking sheets, logs, graphs, and APP documentation you used or designed. (references are required when necessary)
  - Include information from personal journal entries, evaluation forms about your program, email correspondence or communication between other individuals who might have helped to support your lifestyle change process (Please note: permission from these individuals must be granted to include this type of data in your final project submission).
- **Project should be double spaced.** Please double side printing if possible.
- **Total page count** should be between 10 – 12 pages – double spaced, **NOT INCLUDING** the Cover Page, the Table of Contents and all the Appendix items.

This assignment will be graded using the following criteria:

### **CONTENT**

**15 / 30 marks**

The lifestyle change project is designed to blend theoretical and experiential learning. Content must include evidence of academic research that links to and supports your lifestyle change process, a discussion of your specific lifestyle change, and documentation of your successes and challenges throughout the term. You are encouraged to use your textbook, wellness models, guest lectures, academic journal articles, books, and legitimate websites to support this project. You are required to use a Goal setting model such as SMART goals to describe your goals. You are also required to track your lifestyle change process by using a change model such as Prochaska's Stages of Change Model; Mark Allen's 3 step model; the 5 Change Agent model; or other change models you discovered through personal research. Personal data collection sheets (nutrition logs, sleep logs, financial plans, fitness workouts, etc.), journaling, email correspondence, and photographs can enhance your appendix section. This 'data' **must** be included in your project.

### **QUALITY OF WRITTEN EXPRESSION**

**7.5 / 30 marks**

Information presented should be organized, clear, cohesive, creative, correct and well written. Your report must include a cover page, proper pagination, a table of contents, introduction, body of report, section headings, conclusion, be grammatically correct, and referenced correctly (APA - American Psychological Association reference style is required). If you need assistance with writing skills please visit the UVic Writing Centre. If you need assistance with research skills please see a Reference Librarian at the McPherson Library.

### **CRITICAL THINKING**

**7.5 / 30 marks**

Information should demonstrate thoughtful inquiry, opposing points of view, your ability to translate your new knowledge into a meaningful context, and show evidence of understanding of personal health, wellness and potential issues. Cue words describing critical thinking include: interpret, contrast, examine, analyze, explain, connect, assess, convince, support, compare and conclude. This part of the project is the 'So What, Now What?' section.

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**EPHE 142 A01 – Personal Health, Wellness and Potential**  
**September 07– November 30, 2017**  
**Community Group Legacy Project Outline**

**GROUP COMMUNITY LEGACY PROJECT (15%) –**

Student Group Community Legacy Contract – **Due on Thursday, September 28, 2017.**

Poster Presentation scheduled for **Monday, October 30, 2017.**

Volunteering or leaving a legacy is the practice of people working on behalf of others; of improving the quality of life for individuals or groups of individuals. Groups of 4 to 5 students will organize and participate in a community legacy project where they will do something for the community at large.

Examples of past group legacy projects include volunteering at agencies such as the Victoria Boys and Girls Club, local recreation centres, the YM-YWCA, the SPCA, donating, coaching for CAN-ASSIST, working at the Emmanuel Baptist Student Dinner, or environmental restoration with the Victoria Green Team or the Friends of Uplands park. Past posters are available for viewing.

All group members must present themselves in a respectful and professional way when working in the community. **A STUDENT CONTRACT** must be submitted prior to your group completing this project. **Prior permission must be obtained from the instructor (Dr. Lara Lauzon) if any financial fund-raising or social activism is part of your community legacy project.** Projects such as these must be done in conjunction with a non-profit social agency such as the Mustard Seed, Kool-Aid, or the Open Door.

This project combines experiential learning and the creation of a poster that will be shared in an informal poster presentation class session. Marks will be awarded for the poster and your participation in the legacy project. This assignment will be graded using the following criteria:

**CONTENT**

**7/ 15 marks**

The poster must include clear, concise and specific information about how your group made a difference in the community. This is the how, what, and why component of this project. Describe the project you undertook, the agency you worked on behalf of (if applicable), or the experience you participated in. Please include information about the challenges and the benefits realized during your participation in the project. All posters must include some research and references to support the project. Examples include academic references, websites, brochures, interview correspondence, and thank you letters to the agency. A list of references can be stapled to the back of the poster. Your Student Group Community Legacy Contract form must be complete and attached to the back of your poster and include all student names and contact information.

**PRESENTATION OF POSTER**

**3. 5 / 15marks**

Information presented should be organized, clear, cohesive, creative, correct and well written. Layout should include columns, headings, use of graphics and photographs, text boxes, figures, tables and any necessary references.

**CRITICAL THINKING**

**4.5/ 15 marks**

The poster should include sections where individual personal reflections and a group reflection of the meaningfulness and impact of the project are shared. I will be looking for thoughtful inquiry and critical thinking. This is the So What Now What part of the project. How does/did this project link to our course – Personal Health, Wellness and Potential? How does/did this project link to community health and wellness?



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**Example of a Student Group Community Legacy Contract**

Due Thursday, September 28, 2017 – in class or electronic file email attachment.

**We, (your names here)** are students in the EPHE 142 – Personal Health, Wellness and Potential course taught by Dr. Lara Lauzon, Ph.D., Associate Professor, in the Faculty of Education, School of Exercise Science, Physical and Health Education. We are working together to complete a community group legacy project that is part of the requirements for successful completion of this course.

The purpose of our community legacy project is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

Our participation will include \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

We understand that group projects demand both a personal and group commitment for completion of such a project. We are aware that there may be circumstances that impact the individual participation within our group.

We will agree to the following criteria as participants in this group so that we can experience successful completion of the project. **(Here you will list specific criteria such as):**

- 1) Initial group meeting to decide on community legacy project
- 2) Weekly meetings (if needed) at an agreed upon time / date
- 3) Participation in group legacy project – i.e. beach clean-up, etc.
- 4) Poster write-up information. Completion of Poster for in-class sharing presentation.

Draft

Should one more or more of our group members not participate fully in the planning, completion and presentation of the group legacy project we all agree that the following plans will be put in place:

***Here you will list specific strategies you will put in place to support all group members to ensure successful completion of the project or deal with group members who find it difficult to commit to the project. I have included some examples only. You will re-write this list.***

1. Reasonable attempts will be made to contact any member of our group who is not attending planning meetings to determine reasons of their absence. All group members will make an effort to resolve this issue.
2. If a resolution cannot be made with the absent group member(s), a meeting with our instructor, Dr. Lara Lauzon will be scheduled to discuss issues arising with regard to the participation of the group members and completion of the project. Dr. Lauzon will assist in resolving the group dynamic concerns.

3. If any group member does not participate in the planning, completion and presentation of our group project, the group member will forfeit the marks awarded for the group legacy project.

Our group contact emails and telephone numbers are:

**Draft**

- 1)
- 2)
- 3)
- 4)
- 5)

In addition to being able to contact all group members we are aware that we can contact our instructor, **Dr. Lara Lauzon**, [llauzon@uvic.ca](mailto:llauzon@uvic.ca), or any of our Teaching Assistants, Teresa Hartrick - [tchartri@uvic.ca](mailto:tchartri@uvic.ca); Stephanie Kendall – [skendall@uvic.ca](mailto:skendall@uvic.ca); Hajer Musafa - [hmustafa@uvic.ca](mailto:hmustafa@uvic.ca); Carson Sage - [csage@uvic.ca](mailto:csage@uvic.ca);

Our signatures below indicate that we understand the above conditions of participation in this EPHE 142 community group legacy project.

Participant Name (Print)	Signature	email address	Date
Participant Name (Print)	Signature	email address	Date
Participant Name (Print)	Signature	email address	Date
Participant Name (Print)	Signature	email address	Date
Participant Name (Print)	Signature	email address	Date

(All persons participating in this group project should retain a copy of this Student Group Community Legacy Contract).

\* Please note: A copy of this signed form must be attached to the back of your Group Legacy Poster.