



Course Outline

Course Name: Health and Wellness Concepts (BHSW 1001)

Academic Period: 2024 - 2025

Faculty:

Faculty Availability:

Associate Dean:

Erin Mandel-Shorser
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Schedule Type Code:



Land Acknowledgement

Humber College is located within the traditional and treaty lands of the Mississaugas of the Credit. Known as Adoobiigok [A-doe-bee-goke], the "Place of the Alders" in Michi Saagiig [Mi-Chee Saw-Geeg] language, the region is uniquely situated along Humber River Watershed, which historically provided an integral connection for Anishinaabe [Ah-nish-nah-bay], Haudenosaunee [Hoeden-no-shownee], and Wendat [Wine-Dot] peoples between the Ontario Lakeshore and the Lake Simcoe/Georgian Bay regions. Now home to people of numerous nations, Adoobiigok continues to provide a vital source of interconnection for all.

Equity, Diversity and Inclusion Statement

Humber College and the University of Guelph-Humber (Humber) are leaders in providing a learning, working and living environment that recognizes and values equity, diversity and inclusion in all its programs and services. Humber commits to reflect the diversity of the communities the College serves. Students, faculty, support and administrative staff feel a sense of belonging and have opportunities to be their authentic selves.

Faculty or Department	Faculty of Health Sciences and Wellness
Program(s)	Workplace Health and Wellness, Bachelor of Health Sciences (WW411)
Course Name:	Health and Wellness Concepts (BHSW 1001)
Pre-Requisites	none
Co-Requisites	none
Equates	none
Restrictions	This course is restricted to Bachelor of Health Science Workplace Health and Wellness Students
Credit Value	3

Total Course Hours 42

Developed By:

Erin Mandel-Shorser, PhD

Prepared By:

Jonathan Memme, PhD

Approved by:

Erin Mandel-Shorser

Humber Learning Outcomes (HLOs) in this course.

The HLOs are a cross-institutional learning outcomes strategy aimed at equipping Humber graduates with the employability skills, mindsets, and values they need to succeed in the future of work. To explore all the HLOs, please consult the [Humber Learning Outcomes framework](#).



Indigenous Ways of Being Knowing and Doing (IWBKD)



Collaboration

Course Description

Health and Wellness Concepts is a course which introduces students to the concepts, components and determinants of health and wellness. Students are introduced to gathering, utilizing and disseminating scientific evidence to encourage improvements in health and wellness.

Course Rationale

A workplace wellness professional must appreciate the factors that influence an individual's physical, and psychological, health and wellbeing. This course will provide learners with foundational skills and knowledge of key issues in workplace health and wellness, including the processes of behavior change, mental health, and social determinants of health. These skills will be invaluable for learners to develop into lifelong advocates for wellness in the context of effective workplace health and wellness initiatives.

Program Outcomes Emphasized in this Course

Workplace Health and Wellness, Bachelor of Health Sciences (WW411)

1. Employ business standards, norms and practices in the design, creation and implementation of health and wellness programming.
2. Evaluate theoretical and practical health and wellness principles and concepts on overall physical and psychological health.
3. Employ appropriate methodologies to gather, critique and utilize health, wellness and business information to plan, design and evaluate health and wellness programming.
4. Apply inclusive and evidence-informed strategies to develop and sustain health and wellness programs that contribute to ongoing institutional improvements in workplace health and wellness.
5. Construct health and wellness information through a variety of traditional and innovative modalities
6. Demonstrate responsible leadership, accountability and effective collaboration as a workplace health and wellness professional.

Course Learning Method(s)

- Case Based Learning
- Group or Team Work

Learning Outcomes

- Describe and provide examples of the dimensions of health and wellness.
- Differentiate between causes, risk factors and confounding factors that affect health and wellness.
- Compare and contrast the biomedical, behavioral and socio-environmental approaches to health promotion.

- Assess how an individual's perspective on health influences their choice of strategies to address health and health related issues.
- Identify and use reliable health resources to critically evaluate evidence on health and health-related topics.
- Assess ones own behaviors and reflect upon factors that influence them.
- Employ language appropriate for a health and wellness professional in both written and verbal communications.
- Demonstrate responsibility through preparation for, and engagement in, class activities including seminars, discussions, and group work.
- Formulate personal health practices and beliefs appropriate for a future professional in the health and wellness field.

Assessment Weighting

Assessment	Weight
Group Project	
Workplace Health Concerns Research Project	35%
Research Paper	
Behavior Modification Assignment	20%
Test	
Final Exam	20%
Quiz	
Quizzes	10%
In-class Activity	
Content Practice	15%
Total	100%

Modules of Study

Module	Course Learning Outcomes	Resources	Assessments
Introduction to Workplace Health and Wellness	<ul style="list-style-type: none"> • Describe and provide examples of the dimensions of health and wellness. • Differentiate between causes, risk factors and confounding factors that affect health and wellness. • Compare and contrast the biomedical, behavioral and socio-environmental approaches to health promotion. • Assess how an individual's perspective on health influences their choice of strategies to address health and health related issues. • Identify and use reliable health resources to critically evaluate evidence on health and health-related topics. • Assess ones own behaviors and reflect upon factors that influence them. • Employ language appropriate for a health and wellness professional in both written and verbal communications. • Demonstrate responsibility through preparation for, and engagement in, class activities including seminars, discussions, and group work. 	Chapter 1	<ul style="list-style-type: none"> • Content Practice • Quizzes • Final Exam • Behavior Modification Assignment • Workplace Health Concerns Research Project
Defining Health and Wellness	<ul style="list-style-type: none"> • Describe and provide examples of the dimensions of health and wellness. • Differentiate between causes, risk factors and confounding factors that affect health and wellness. • Compare and contrast the biomedical, behavioral and socio-environmental approaches to health promotion. • Assess how an individual's perspective on health influences their choice of strategies to address health and health related issues. • Demonstrate responsibility through preparation for, and engagement in, class activities including seminars, discussions, and group work. 	Chapter 1	<ul style="list-style-type: none"> • Content Practice • Quizzes • Final Exam • Workplace Health Concerns Research Project

Module	Course Learning Outcomes	Resources	Assessments
Getting Serious About Your Health	<ul style="list-style-type: none"> • Describe and provide examples of the dimensions of health and wellness. • Differentiate between causes, risk factors and confounding factors that affect health and wellness. • Assess how an individual's perspective on health influences their choice of strategies to address health and health related issues. • Identify and use reliable health resources to critically evaluate evidence on health and health-related topics. • Assess ones own behaviors and reflect upon factors that influence them. • Employ language appropriate for a health and wellness professional in both written and verbal communications. • Demonstrate responsibility through preparation for, and engagement in, class activities including seminars, discussions, and group work. • Formulate personal health practices and beliefs appropriate for a future professional in the health and wellness field. 	Chapter 1	<ul style="list-style-type: none"> • Content Practice • Quizzes • Final Exam • Behavior Modification Assignment
Perspectives on Workplace Health and Wellness	<ul style="list-style-type: none"> • Describe and provide examples of the dimensions of health and wellness. • Differentiate between causes, risk factors and confounding factors that affect health and wellness. • Assess how an individual's perspective on health influences their choice of strategies to address health and health related issues. • Identify and use reliable health resources to critically evaluate evidence on health and health-related topics. • Assess ones own behaviors and reflect upon factors that influence them. 		<ul style="list-style-type: none"> • Quizzes • Behavior Modification Assignment • Workplace Health Concerns Research Project

Module	Course Learning Outcomes	Resources	Assessments
Developing Health Literacy Skills	<ul style="list-style-type: none"> • Compare and contrast the biomedical, behavioral and socio-environmental approaches to health promotion. • Assess how an individual's perspective on health influences their choice of strategies to address health and health related issues. • Identify and use reliable health resources to critically evaluate evidence on health and health-related topics. • Employ language appropriate for a health and wellness professional in both written and verbal communications. • Demonstrate responsibility through preparation for, and engagement in, class activities including seminars, discussions, and group work. 		<ul style="list-style-type: none"> • Content Practice • Quizzes • Final Exam • Workplace Health Concerns Research Project
Psychological Health	<ul style="list-style-type: none"> • Describe and provide examples of the dimensions of health and wellness. • Differentiate between causes, risk factors and confounding factors that affect health and wellness. • Assess ones own behaviors and reflect upon factors that influence them. • Formulate personal health practices and beliefs appropriate for a future professional in the health and wellness field. 	Chapter 2, 3	<ul style="list-style-type: none"> • Content Practice • Final Exam • Behavior Modification Assignment

Module	Course Learning Outcomes	Resources	Assessments
Physiological Health	<ul style="list-style-type: none"> • Describe and provide examples of the dimensions of health and wellness. • Differentiate between causes, risk factors and confounding factors that affect health and wellness. • Assess how an individual's perspective on health influences their choice of strategies to address health and health related issues. • Identify and use reliable health resources to critically evaluate evidence on health and health-related topics. • Assess ones own behaviors and reflect upon factors that influence them. • Employ language appropriate for a health and wellness professional in both written and verbal communications. • Demonstrate responsibility through preparation for, and engagement in, class activities including seminars, discussions, and group work. • Formulate personal health practices and beliefs appropriate for a future professional in the health and wellness field. 	Chapter 4, 5, 6	<ul style="list-style-type: none"> • Content Practice • Final Exam • Behavior Modification Assignment • Workplace Health Concerns Research Project
Dug & Substance Abuse & Misuse	<ul style="list-style-type: none"> • Describe and provide examples of the dimensions of health and wellness. • Differentiate between causes, risk factors and confounding factors that affect health and wellness. • Assess how an individual's perspective on health influences their choice of strategies to address health and health related issues. • Assess ones own behaviors and reflect upon factors that influence them. • Employ language appropriate for a health and wellness professional in both written and verbal communications. • Demonstrate responsibility through preparation for, and engagement in, class activities including seminars, discussions, and group work. • Formulate personal health practices and beliefs appropriate for a future professional in the health and wellness field. 	Chapter 14, 15, 16	<ul style="list-style-type: none"> • Content Practice • Final Exam

Required Resources

Irwin, Burke, Insel & Roth (2023). Core Concepts in Health 4th Canadian Edition

Prior Learning Assessment & Recognition (PLAR)

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby candidates may obtain credits for prior learning. Prior learning includes the knowledge competencies and skills acquired, in both formal and informal ways, outside of post-secondary education. Candidates may have their knowledge, skills and competencies evaluated against the learning outcomes as defined in the course outline. Please review the [Assessment Methods Glossary](#) for more information on the Learning Portfolio assessment methods identified below.

The method(s) that are used to assess prior learning for this course may include:

- Learning Portfolio (results reflected as SAT and not added to student's CGPA)
- Collection of work

Please contact the Program Coordinator for more details.

Academic Regulations

It is the student's responsibility to be aware of the College Academic Regulations. The Academic Regulations apply to all applicants to Humber and all current students enrolled in any program or course offered by Humber, in any location. Information about academic appeals is found in the [Academic Regulations](#).

Anti-Discrimination Statement

At Humber College, all forms of discrimination and harassment are prohibited. Students and employees have the right to study, live and work in an environment that is free from discrimination and harassment. If you need assistance on concerns related to discrimination and harassment, please contact the [Centre for Human Rights, Equity and Inclusion](#) or the [Office of Student Conduct](#).

Accessible Learning Services

Humber strives to create a welcoming environment for all students where equity, diversity and inclusion are paramount. Accessible Learning Services facilitates equal access for students with disabilities by coordinating academic accommodations and services. Staff in Accessible Learning Services are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. If you require academic accommodations, contact:

[Accessible Learning Services](#)

North Campus: (416) 675-6622 X5090

Lakeshore Campus: (416) 675-6622 X3331

Academic Integrity

Academic integrity is essentially honesty in all academic endeavors. Academic integrity requires that students avoid all forms of academic misconduct or dishonesty, including plagiarism, cheating on tests or exams or any misrepresentation of academic accomplishment.

Disclaimer

While every effort is made by the professor/faculty to cover all material listed in the outline, the order, content, and/or evaluation may change in the event of special circumstances (e.g. time constraints due to inclement weather, sickness, college closure, technology/equipment problems or changes, etc.). In any such case, students will be given appropriate notification in writing, with approval from the Senior Dean (or designate) of the Faculty.

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