



ORIGINAL COURSE IMPLEMENTATION DATE: June 2009  
 REVISED COURSE IMPLEMENTATION DATE: September 2024  
 COURSE TO BE REVIEWED (six years after UEC approval): August 2030  
 Course outline form version: 28/10/2022

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

<b>Course Code and Number:</b> HCA 111	<b>Number of Credits:</b> 1 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Lifestyle and Choices <b>Course Short Title:</b> Lifestyle & Choices													
<b>Faculty:</b> Faculty of Health Sciences	<b>Department/School:</b> School of Health Studies												
<b>Calendar Description:</b> This course introduces students to a holistic concept of health and the components of a health-enhancing lifestyle. Students will be invited to reflect on their own experience of health, recognizing challenges and resources that can impact lifestyle choices. Students will be introduced to a model that can be applied in other courses to understand the multi-faceted aspects of health and healing. Note: Field trips outside of class time will be required.													
<b>Prerequisites (or NONE):</b>	Admission to the Health Care Assistant certificate.												
<b>Corequisites (if applicable, or NONE):</b>													
<b>Pre/corequisites (if applicable, or NONE):</b>													
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: <b>HSRC 180</b> Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>	<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>Face-to-face only</b> Expected frequency: <b>Twice per year</b> Maximum enrolment (for information only): <b>36</b>												
<b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">21</td> </tr> <tr> <td>Tutorials/workshops</td> <td style="text-align: center;">6</td> </tr> <tr> <td>Experiential (field trip)</td> <td style="text-align: center;">3</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;"><b>Total hours</b></td> <td style="text-align: center;"><b>30</b></td> </tr> </table>	Lecture/seminar	21	Tutorials/workshops	6	Experiential (field trip)	3					<b>Total hours</b>	<b>30</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.
Lecture/seminar	21												
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<b>Total hours</b>	<b>30</b>												
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i> Transfer credit already exists: <b>No</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>												
<b>Department approval</b>	<b>Date of meeting:</b> January 15, 2024												
<b>Faculty Council approval</b>	<b>Date of meeting:</b> April 5, 2024												
<b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b> August 29, 2024												

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Discuss the interrelationship of physical, psychological, cognitive, social, and spiritual dimensions and the determinants of health.
2. Discuss how lifestyle choices and behaviours contribute to physical, psychological, cognitive, social, and spiritual health.
3. Explain the complexity of the change process in relation to health promotion.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

Final exam:	50%	Assignments:	40%	Project:	10%
	%		%		%

**Details:**

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Instructional Methods** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Sorrentino, S.A.	Mosby's Canadian textbook for the support worker (5th Canadian ed.). Toronto: Elsevier Mosby.	2022
2.			
3.			
4.			
5.			

**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)***Course Content and Topics**

Understanding health:

- Health as a process (health as a journey not a destination).
- Physical, psychological, cognitive, social, and spiritual dimensions of health.
- Interrelatedness of all aspects of health: introduction of the health wheel.
- Health as it relates to lifestyle and choices.
- The 12 determinants of health (as defined by the Government of Canada).
- The impact of the determinants of health on health inequalities and the dimensions of health.

Components of health:

- Physical components of health:
  - Physical activity.
  - Physical self-care.
  - Sleep and rest.
  - Nutrition, including nutrition throughout life, factors that affect eating and drinking, and Canada's Food Guide.
  - Weight management.
  - Avoiding or limiting harmful substances (including licit and illicit drugs, alcohol, tobacco, vaping, and caffeine).
  - Environment.
- Psychological or emotional components of health:
  - Interaction between emotions and perceptions and health.
  - Psychologically safe environments.
  - Stress and stress management.
    - Common responses and effects of stress.
    - Common stressors related to work of the HCA.
    - Burnout and compassion fatigue.
    - Strategies for self-assessment and wellness intervention.
- Cognitive components of health:
  - Rational thinking and perceiving.
  - Ability to reason, interpret, and remember.

- Ability to sense, perceive, assess, and evaluate.
- Problem-solving ability.
- Creativity.
- Social (interactive) components of health:
  - Social bonds and social supports in relation to health.
  - Cultural, societal, and traditional influences on lifestyle and choices.
- Spiritual components of health:
  - Awareness of personal values and beliefs.
  - Finding meaning and purpose in life.
  - Participating in activities that enrich, inspire, and refresh.
  - Appreciation for different ways of knowing and being.

Lifestyle change:

- Complexity of the lifestyle change process.
- Critical thinking and problem-solving as they relate to lifestyle and choices.
- Self-reflection and self-evaluation in relation to challenges and resources.
- Setting achievable goals, using motivators, setting a realistic change agenda.
- Recognizing difficulties inherent in personal change.